# The Physical Educator
of
# PHI EPSILON KAPPA

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# *In the Editor's Corner*

The guest editorial this issue is written by Dr. C. L. Wear, professor of physical education, University of Nebraska, and national president of Phi Epsilon Kappa.

## A Challenge for Physical Education

THREE UNHEALTHY twentieth century trends have created special challenges for physical education. The first is the decline of a "passion for excellence" in people, the loss of a strong desire to put out good workmanship and good performance.

Secondly, not only has there been this decline of desire to make the best use of what skill is possessed, but, where some skill is desired, there seems to be an increasing tendency to seek it through some quick and easy method requiring little effort and concentration. People have become seekers after the recognition and the respect that belongs to the skilled individual without wanting to go through the long, arduous and disciplined practice that makes one truly skilled. Many want to harvest, and few want to plow.

Thirdly, the current emphasis upon "do-it-yourself," as commendable as it is, hasn't helped the situation any by stressing the fact that the individual doesn't have to be skilled to do it; after he has done it, he is often led to believe that he really possesses some skill. The danger lies not so much in the fact that the job has been made easy for the individual as it does in his interpretation or evaluation of what he did. If he recognizes this counterfeit skill for what it is and doesn't expect too much credit for what he did, then little or no harm is done.

Attention is frequently called to the discontent and general unhappiness of the American people and to the increase in personality disorders. We are living in what is called the "age of anxiety."

In order to be healthy people need (1) to look *forward* with faith, with optimism, and with a certain amount of eager anticipation, (2) to look at the present with some degree of satisfaction, and (3) to look backward with pride. This writer believes that to be able to look backward with pride is a prerequisite for continuing to look at the present with satisfaction and at the future with optimism; that the lack of sound and legitimate reasons for looking backward with pride is responsible for many of the personality disorders that exist; and that the three trends mentioned above are largely responsible for lack of reason to look backward with pride.

In order to look backward with any degree of pride and satisfaction the individual needs to have performed some job well (either vocational or avocational) *with his own mind and hands.* In order to perform some job at all he needs at least some degree of skill. In order to perform the job well he must have a passion for excellence, a strong love for good workmanship.

As Dr. Henry C. Link has put it, our tensions and anxieties are largely the result of lack of confidence in self. Confidence is a result of competence. Competence is the result of hard work and practice.

Never before in history have people been in greater need of the stabilizing influence which only the possession and use of a number of hard-won skills can produce. These skills can come from a wide variety of vocational and avocational sources: shopwork, music, the homemaking arts, painting, designing, games and sports, etc.

Physical education is faced today with one of its greatest opportunities and with one of its greatest challenges. In meeting this challenge (1) we must teach more usable skills to more young people, (2) we must teach them well and expect good performance, and (3), above all, we must cause to be developed a love for good performance in those whom we teach.

C. L. Wear

# Moral and Spiritual Values in Physical Education

M. C. Resick

IN RECENT YEARS there has been a growing concern with the signs of weakness in the moral fiber of our society. Whenever we hear of a boy cheating in an examination or shaving points in a basketball game, we become concerned about its reflection upon our field of endeavor. The greater concern should be the fact that this is just an out-cropping of behavior in our larger social order where the five-percenter, the mink coater and the influence peddler have found a place. This danger has been emphasized by Bower when he stated,

> Our generation is face to face with a moral crisis. The rise in Europe of dictators who have challenged all moral principles and spiritual values, disregarding the fundamental concepts of right and justice that have slowly emerged through the centuries, is a perfect example of this moral bankruptcy. Today, in our own country, the Kefauver and Fulbright investigations by congress have revealed a shocking disregard of moral principles that we have always considered fundamental. The scandals in collegiate athletics, recently revealed, are further evidence of how far reaching is this disregard of the eternal truths of life.[1]

Our schools, entrusted with the improvement of our society, must examine the areas of "potential action" in combating the conditions which perpetrate this moral crisis. The very fact that several colleges and universities have conducted workshops and conferences on this subject, shows that there is a growing awareness of this problem. Since education is concerned with the fullest development of the person and at the same time involves the understanding of the social relations in which the growing person is involved,[2] then we must critically examine the contributions made by physical education to the students in our schools.

Many of the moral and spiritual values which will be discussed may be looked upon as tenets of democracy. Since democracy is essentially a group process these tenets become a code of action and behavior.

In order to give some organization to the thoughts expressed here, the moral and spiritual values as reported by the Educational Policies Commission[3] of the National Education Association will be used as guides. An attempt will be made to show how physical education can contribute to the teaching of such values to our students.

[1] William Clayton Bower, *Moral and Spiritual Values in Education*, Lexington: University of Kentucky, p. 14.
[2] *Ibid.*, p. 38.

### Human Personality—The Basic Value

This would imply that each person should have an opportunity for self-realization within the bounds of good social relationships based upon moral and spiritual values. It further implies that each person have the opportunity to achieve a sense of security and competence by his own efforts. Then, how does physical education contribute to these qualities? Physical education gives many children an opportunity to gain this sense of security and belonging because of competence in an activity. He may be accepted by the group because he can run fast, hit hard, or catch well, and in spite of the fact that he is less fortunate in the matter of environmental background. Personality emerges from the social experiences that the individual undergoes as a member of a group. The ability to perform some physical activity makes a marked contribution to an individual's personality. Cowell stated that "since so many social contacts center around physical skills involving throwing and catching, children without these often suffer in social development since they are barred from social activity."[4]

### Moral Responsibility

Each individual should feel responsible for the consequences of his own conduct. The development of self-reliance and self-discipline are part of this moral responsibility. Students should be given an opportunity to make decisions rather than have all the decisions made for them. The encouragement they receive whenever they tell the truth, in spite of the effect it will have on the game, may determine their behavior whenever they are confronted with a similar situation under pressure of teammates, crowds, and conference championships.

### Institutions As Servants of Men

The schools should develop in all young people a strong sense of responsibility for community well-being and a willingness to devote themselves unselfishly to it.

This principle implies the acceptance of privileges and responsibilities in a group. The team

[3] Educational Policies Commission, *Moral and Spiritual Values in the Public School*, Washington, D. C.: National Education Association, 1951.
[4] C. C. Cowell, *Scientific Foundations of Physical Education*, New York: Harper and Brothers, 1953.

may be substituted for the group and the same principles would apply. The students are taught to be leaders of a group and with this leadership they are given certain responsibilities, at the same time they can be taught the responsibility of the follower to create and to contribute to the good of the group.

The squad or the team is like any other higher institution. It requires the same type of unselfish attitude on the part of its members as a country or state does of its constituents. When a player steps aside and takes another assignment for the good of the team it reflects the same type of behavior that a candidate for president shows when he becomes majority leader of the senate.

### Common Consent

Group decisions should be made and enforced by common consent whenever practicable. Voluntary cooperation is essential to all forms of life. The sanction here comes from the group itself. When a league or conference votes to observe a certain set of rules of behavior, then each of the members is responsible that these rules be followed. Betrayals of this principle can be found in almost every athletic conference in the country. The ones breaking the code erroneously believe that they are above the rules which apply to all others.

The best training rules for a team or squad are not those imposed upon the team members by the coach but those rules which are made by the members themselves. When imposed by authority, e.g. the coach, the rules must be policed by the authority. When rules are imposed by common consent then the members themselves see that the rules are observed.

### Devotion to Truth

There sometimes seems to be a void between the truth that one learns in religion and the truth which must be put to practical use. Honesty can be taught both verbally and by example. In the every day class situation different sports demand an honest and fair "call." Honesty is a generalization, a concept which must be learned by a number of specific examples in a variety of situations. Once the generalization becomes established then the transfer to new situations becomes a relatively simple matter.

To admit being tagged or stepping out of bounds, being out or safe, being first or second are decisions that children must make. Sometimes the games are over-officiated. By having officials, umpires and referees in all situations we deprive the student of many opportunities to practice honesty. The students cannot learn the honored place of truth if they are taught to beat the rules and to "pull the wool" over the eyes of the officials.

### Respect for Excellence

In our type of society excellence is respected and encouraged. All students try to excel at something. This means that attention must be paid to the highly gifted, the average, and the handicapped student. It is just as great a thrill to a spastic child when he is able to dog paddle as it is to the varsity diver when he learns to perform the two and a half somersault.

Excellence of performance is a thing of beauty within itself. The good form of Ben Hogan in golf, Jack Kramer in tennis, or a Joe DeMaggio in baseball may be incentive that a student needs to improve his own abilities.

### Moral Equality

This would imply that no man has a moral or inborn right to injure, persecute, dominate, or exploit others. In physical activity much has been done to break down the barriers of race, color and creed. In the physical education classes from the elementary grades through college the worth of the individual has been on what he can do rather than on the "color" of his skin. The plaudits of the crowd many times are bestowed upon a colored boy when he catches a winning pass thrown by his "white" teammate. The examples help make moral equality a reality. There are still some sports where this is not possible. In times they shall crumble by the wayside as did the color line in baseball and tennis. A few years ago Nash made the following statement:

> Nowhere in the whole realm of educational activities are there so many opportunities to put into practice this aristocracy of virtue as in the sports and games in physical education and recreation activities. Here beginning with the games of childhood and ranging up through our athletic sports there is an opportunity to classify individuals based upon worth. If an individual can contribute, the group will have him.[5]

### Brotherhood

Sharing of interests should take precedence over selfish interest. It implies that the skilled in any endeavor should not ridicule the unskilled but in turn should be tolerant of his shortcomings. It further implies that the teacher be patient with

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[5] Jay B. Nash, "The Aristocracy of Virtue," *The Journal of Health Physical Education and Recreation*, March, 1949, p. 216.

those who find that skill comes with painstaking work.

In physical education talents vary to the same degree as they do in art, music or academic endeavors. Oberteuffer pointed out these differences in the statement that,

> There is an easy and pleasant opportunity in physical education to have children come to know, appraise, and like one another. The minimum expectancy would be for children to know each other, have some appreciation of the other fellow's problems, give him assistance when it is needed, and generally practice consideration of their classmates in day-by-day relationships.[6]

### The Pursuit of Happiness

Each person should have the greatest opportunity for the pursuit of happiness, provided that such activities are not made at the expense of similar opportunities of the others of his group. Since happiness depends in no small part on social acceptance, cliques or tensions in school which alienate some students from the group should be discouraged.

Whenever we set a group apart, and make special rules and allowances for them, we work against this principle. Whenever varsity players are given grades and special privileges we build up tensions and resentments in the whole student body. The reverse may also be true. If we make an undue number of restrictions or eligibility rules for athletes and not for those students who take part in debate, plays, music or student government, then we provoke resentment on part of the athletes.

Play is inherently pleasurable and contributes to happiness. One look at the figures which would show how many people played at or attended some sport voluntarily would convince us of the validity of the above statement.

### Spiritual Enrichment

The word spiritual here denotes the highest level of the capacity of the human spirit. The ability to create and the ability to appreciate esthetic beauty could be termed as spiritual.

The rhythm of a well-coordinated movement is beauty within itself. The gracefulness of a dancer can be duplicated by the graceful fielding of a ground ball in baseball. It can be matched by the swinging of a golf club or a tennis racket.

Brubacher wrote that,

> It is not unlike the pleasure accruing from the process of playing games in which certain objectives are set-up and achieved in the face of competition. The exaltation that comes from the successful co-ordination of the body and its exercise in accordance with the rules of the game is a spiritual matter. Games are useful for the physical development of the body that must be strong and flexible to meet the rigors of life, but again, the usefulness is an incidental value. The prime value of the game is the spiritual lift it affords through the liberation of powers and its secondary value is the feeling of physical well-being that ensues.[7]

The physical educator need not invent these values. They are found in the physical education program. The teacher can contribute to the teaching of these values if he re-examines the practices and places proper emphasis in teaching.

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[6] Delbert Oberteuffer, *Physical Education,* New York: Harper and Brothers, 1951, p. 115.

[7] John Brubacher and others, "The Public Schools and Spiritual Values," p. 90.

### So?

In one of Charleston's oldest church cemeteries is a tombstone on which is inscribed:

> "As you are now, so once was I
> As I am, so shalt thou be
> Prepare thyself and follow me."

Just below this inscription some wag has inscribed:

> "To follow thee, I am not intent
> Until I know which way you went."

### "Girls Are Like Newspapers"

They are healthier and stronger than they used to be.
They have many type faces.
They are worth looking over.
If they know anything they tell it.
They carry news wherever they go.
They have much influence.
They can make or break a man.
They are not afraid to speak their mind.
Back numbers are not in demand.

# A Traveling Seminar in Health

**Helen Manley**

TRAVELING SEMINARS are drawing the interest of many teachers in the United States. They need credits to increase their salary bracket, travel is fun, so why not combine it with study? Of course, there are a few wrinkles which need smoothing, such as maintaining academic standards while enroute, keeping costs to a scale that teachers can afford, and arranging the tempo of travel just right for various age levels. Too, the educational institution that sponsors the seminar must have a reputation for high academic standards, and be specific in determining the requirements for credit, and willing to release staff members to teach the seminar. Such an arrangement was made by Washington University of St. Louis during the summer of 1954.

## The Group

Twenty-two students whose ages ranged from 25 to beyond 60 registered for a Round-the-World Traveling Seminar in Health Education. Academically nineteen were beyond the Master's degree, there was a spread geographically from California to Massachusetts, and the professional areas of interest included principals, supervisors, classroom teachers, teachers of health and physical education, librarian, nurse, physician, radio writer, and teacher of handicapped.

## The Plan

Through correspondence and meetings of those in St. Louis area, the registrants were given guidance on their individual study problems and pretravel reading was suggested from a well arranged bibliography. It was planned to cross the Pacific by ship, so up-to-date educational materials were sent to the ship and used during the crossing. The long trip provided time for building cohesion, morale, and group awareness as well as daily educational sessions for study of the countries to be

*The Taj Mahal—India. The author is second from left.*

visited. Japanese educators, missionaries, and other Oriental citizens on the ship contributed to the seminars as lecturers and resource people. Then through all the countries visited lecturers and visitations were part of the planned procedure. Elizabeth Kelley, who had just returned from a Fulbright in Singapore, and Jay Nash, from India, had built excellent relationships and background in these countries.

### Some Experiences

Some of the educational experiences were as follows:

Formal and informal sessions with personnel of the Ministry of Education in Tokyo.

Visits to schools and health centers in Yokohama, Tokyo, Osaka and Kyoto, Japan.

Tea at the home of the Acting Dean, Faculty of Medicine, University of Malaya, where ten health educators and specialists were assembled for informal talks and discussion.

Opportunity for informal conversations with nationals of other countries, and experiencing first-hand membership in a minority group in race and religion.

A Sunday morning session at the University of Rangoon where twenty-five health experts had assembled to be with "the grass-roots people" from the United States. This session had as moderator the Permanent Secretary to the Prime Minister of Burma.

The explanation of educational problems and how they are being faced given by the Minister of Education of Egypt.

Opportunities to know many educators in countries other than the United States.

The seminar ended with the usual academic paper written on the chosen problem and submitted in November to the instructor.

### Recreation

All in a traveling seminar is not work. Time must be given for living the "Health" that concerns the seminar—time for all the recreational, personal, and inspirational opportunities that come from travel in foreign lands. In Japan, there were visits to tea houses (with a July instead of an August moon), health resorts, and a dinner at the home of Prince Takimatsu (brother of Emperor Hirohito); in Hong Kong a sunset on the Sampan, going to the floating restaurant, a sunrise in Burma on the River Irrawaddy made famous by Kipling's "Road to Mandalay"—then visiting the shrines in the Holy Lands and traversing the path up which Christ carried the Cross on Via Dolorosa—the lighter things as riding the camel to the Egyptian Pyramids and the elephants to home of Maharaja in Jaipur. In India too, no one of the group will ever forget that first awe-inspiring glimpse of the Taj Mahal, or the inspirational sunrise ride on the Ganges and visit to the temple where thousands and thousands sincerely and fervently worshipped, differently but just as devoutly as their Christian brothers.

Much is to be learned from traveling seminars, much truly academic and much in the science of living with one's own countrymen under the pressure of travel and with peoples of other countries, other colors, and other religions. Try it some time.

## Who Am I?

I AM more powerful than the combined armies of the world.
I have destroyed more men than all the wars of the nation.
I am more deadly than bullets, and I have wrecked more homes than the mightiest of guns.
I steal in the United States alone over $500,000,000 each year.
I spare no one and I find my victims among the rich and the poor alike, the young and the old, the strong and the weak. Widows and orphans know me.
I massacre thousands upon thousands of wage earners in a year.
I lurk in unseen places and do most of my work silently. You are warned against me, but you heed not.
I am relentless.
I am everywhere—in the home, on the streets, in the factory, at railroad crossings, and on the sea.
I bring sickness, degradation and death, and yet few seek to avoid me.
I destroy, crush and maim; I give nothing but take all.
I am your worst enemy.
I am CARELESSNESS!

—Author Unknown.

# The "What" and "How" of Testing

Harold M. Barrow

EDUCATION DENOTES a change in behavior and formal education establishes objectives to help direct the course of that change. Physical education is a phase of education since we can show that it serves many of education's objectives, i.e., the Seven Cardinal Principles. Remote and immediate objectives of physical education are established which are in harmony with those of education. A program is planned and methods are fostered which will guide these changes in behavior toward certain definite outcomes in terms of the stated objectives. Frequently tests and evaluating devices are used to measure achievement in those goals or to aid in more nearly attaining them.

In physical education, as in life, we are constantly measuring, evaluating, and appraising—our students, other people, ourselves, programs, and things about us. Much of the time we may not be cognizant of this practice. In formal education a certain amount of appraisal has been deemed essential to an effective program. There is a well established principle that measurement is indispensable to growth in scientific education. If this principle is to be accepted, there are definite implications for the teacher. Young teachers going out into the field and experienced ones already established must select and administer tests and make use of test results. The question becomes, "What must teachers know to carry on a simple but effective testing program?"

### Availability

The teacher must know and have skill in the use of the following things: The teacher must know what tests are available and where the information necessary for their effective use may be found. There are many good tests which are rarely used due to the difficulty experienced in obtaining all pertinent information for administration. Objective tests should be used when feasible and purposive but should be augmented by subjective evaluation.

### Evaluation

The teacher must be able to evaluate the tests being considered for use. He must have a knowledge of the selective criteria which will enable him to choose the appropriate test for his specific purpose. This would include desirable psychological and physiological reactions as well as the usual criteria of validity, reliability, objectivity, utility, administrative economy, developmental value, and norms.

### Administration

When appropriate tests have been selected, the teacher must be able to administer them so that test data are reliable and valid, and so that time has not been wasted. This would include a knowledge of equipment and materials to be used, handling of subjects, standardizing of directions, training of personnel needed to give the test, and scoring and recording results.

### Interpretation

The teacher must be able to interpret the meaning of test scores which are obtained. Raw scores are generally meaningless and such scores on different tests can neither be compared nor added. The teacher should have knowledge of norms, scores, and any other pertinent information which will enable him to know better what the results actually mean.

### Use

The teacher must know how he can use the test results to serve the needs of his students and to increase the effectiveness of his program. Only those measures which are going to be used in evaluation should be given. The greatest sin connected with testing in the past has been the practice of filing away test data without using them for the purposes intended. These purposes include grading, guidance, diagnosis, classification, motivation, and research. This point might also include knowing how often and when these tests are to be given.

### Test Construction

The teacher must have a knowledge of how to construct scientifically homemade or informal knowledge and skill tests. There are so many gaps at the present time in skill testing that the teacher must frequently resort to the use of home made tests or rating devices. There are not yet enough published standardized knowledge tests available for sports and health. Also, homemade tests are frequently better for use in the local situation.

### Statistics

In order to interpret test results and construct informal tests of his own, the teacher must have a knowledge of elementary statistics. Common measures of central tendency and variability should be familiar to him along with a knowledge of the types of scores such as rank, percentile, sigma, scale, and T-score. The ability to operate a calculator if one is available greatly reduces the amount of work in statistical computation.

## Using Tests

The teacher must be able to visualize how testing fits into the entire education and physical education programs. He must believe neither that testing is the answer to everything nor that it is a fad and has no value. He must accept the middle ground. The testing program when related to certain definite uses and when taking no more than one-tenth of the total instruction time, can be used as a valuable tool in the effective organization, administration, and instruction of physical education.

A SUGGESTED TESTING PROGRAM FOR HIGH SCHOOL

| *Developmental Area* | *Type of Measure* | *Test* | *Frequency* | *Source* (Numbers refer to bibliography and page reference) |
|---|---|---|---|---|
| Measurement of Organic Functions | 1. Medical Examination | | | |
| | 2. Anthropometrical | a. Bancroft Posture Test | | |
| | | b. or Wake Forest Posture Test | Twice a year | 6:257-5:15 |
| | | c. Classification Index | As often as needed | 6:58-65 |
| | 3. Nutritional | a. Wetzel Nutritional Grid | Every six months | 4:127-124; 9:1-11 |
| | 4. Physical capacity | a. Larson Dynamic Strength | Once a year | 4:97 |
| | 5. Physical fitness | a. Harvard Step Test | Once a year or when needed | 2:97, 4:57 and 71 |
| | | b. Indiana Physical Fitness Test | Once a year | 1:177, 2:208, 8:5-13, 9:21-29 |
| Measurement of Motor Skills | 1. General motor capacity | a. General Motor Capacity and General Motor Quotient | Every three years | 6:114-126, 212-214 |
| | 2. General motor ability | a. McCloy's General Motor Ability | Once a year | 2:269-270, 6:208-212 |
| | 3. Motor educability | a. Iowa Brace or | | 2:265-267, 6:85-95 |
| | | b. Johnson's | Every three years | 2:267-269, 6:95-100 |
| | 4. Sports skill ability | a. Published sports tests | During and after each sports period | 3:169-185, 7:61-154 |
| Measurement of Knowledges and Understandings | 1. Standardized health tests | a. Gates-Strang Health Knowledge test | | |
| | | b. or Kilander Health Knowledge test | When needed | 1:221-223, 2:339-342 |
| | 2. Standardized sport knowledge tests | a. Minnesota and others | When needed | 1:219-227, 2:324-337 4:234-241, 6:318-320 |
| | 3. Home Made knowledge tests | a. Scientifically constructed objective tests | When needed | 4:228-234, 6:313-318, 7:247-286 |
| Measurement of the Social and Emotional Factors | 1. Character tests | a. Blanchard Behavior R. Scale | Once a year | 2:234-237, 6:277-287, 4:260-262 |
| | 2. Personality tests | a. Bell Adjustment Inventory | When needed | 2:241-246 |
| | 3. Aptitude tests | a. I.Q., etc. | When needed | Obtained from guidance department |

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# Posture Teaching Does Pay Dividends

Helen C. Corrubia

THE RECENT ARTICLES by Mrs. Pope[1] and Mr. Lee[2] in several national magazines about the physical fitness of children has given the American people much to think about. Physical Education teachers, who claim that the games program is sufficient exercise for children, will probably reexamine their offerings in light of the tests given to American and European children by Dr. Kraus, Associate Professor at New York University and Ruth Hirschland, research assistant at the Institute of Physical Medicine and Rehabilitation, New York University, Bellevue Medical Center. The conclusions in the article were given after 4,500 American and 2,000 European children had been tested with exercises. The children were chosen so as to be from similar communities. Of the American children tested, 78.3 percent failed one or more of the tests while the percentage of failure among European children was only 8.5 percent.

These articles were interesting to the writer because of an experience in one of the orthopedic clinics held for children of elementary school age some eight years ago at Lowell School in Tulsa, Oklahoma. All children in the school had been given posture examinations, which included the marking of the spinous processes and silhouetteograph pictures. The physical education teacher sought help from the orthopedic physician in the assignment of activities to those she thought needed something more than the physical education program provided. As a result, the physician recommended and assigned special exercises to each individual. Some needed exercises for flexibility, some needed stretching, and some needed back strengthening exercises. The question most persistent during the examination was, "Why do so many show weak back muscles; why are so many young children already showing tight lower back and leg muscles?"

The physical education program in the Tulsa Public Schools provided a daily forty minute activity period in each school, for every child. That program included the following: games of low organization, team games, relays, tumbling, skills, and rhythms. Every week a "well-rounded" program was engaged in. In addition, each morning and noon hour there was opportunity for supervised play. The equipment and supplies had been adequate: balls, bats, hoops, stilts, balance beams, jungle gyms, chinning bars, horizontal ladders, stallbars, and tumbling mats.

The need was for specific exercises. But would children enjoy doing exercises? Should they be sugar-coated? After much discussion, it was decided that no sugar-coating should be used; that exercises for all parts of the body should be given; that the children should know what each exercise was for. It was also decided that a pianist would be used who could very cleverly improvise music for the exercises. One physical education teacher with special interest in posture and therapeutics was given the assignment of working with other teachers so that all teachers would teach the activities correctly and have them executed properly.

The objectives are very different from the objectives of calisthenics. Each child should know correct standing and sitting positions and know how to assume the correct position before executing an exercise. Of course, not all children would be able to perform according to standard. Their kinesthetic sense is poor and many times it takes manipulation to help them feel the correct position. Sometimes, just touching a part of the body will give them the "feel" where verbal instructions will fail. It is amazing to observe how quickly they learn.

Since many exercises require the correct pelvic tilt, and since most children of elementary age cannot hold the position while standing, most of the exercises are done sitting or lying on the floor. The music with each exercise helps tremendously. Each lesson contains a relaxation period.

In January of this year, a contest was held for motivation of interest. The posture teacher decided to use the test of leaning over to touch the floor with the fingertips with knees straight. The number of children who could pass this test in the schools where the posture program has been carried on was 93 percent for the 8,754 children tested, ranging from first grade through the sixth grade.

When Mrs. Pope's and Mr. Lee's articles appeared there was naturally great interest in the Kraus-Hirschland-tests. Why not include them also? Since the one already used was for flexibility, maybe there had been some success here but there might not be the same amount of success with the exercises which showed strength of back, leg, and abdominal muscles. Nine thousand, four hundred seventy-seven (9,477) children from the first through the sixth grade where the posture program is in operation, were tested. The results were as follows:

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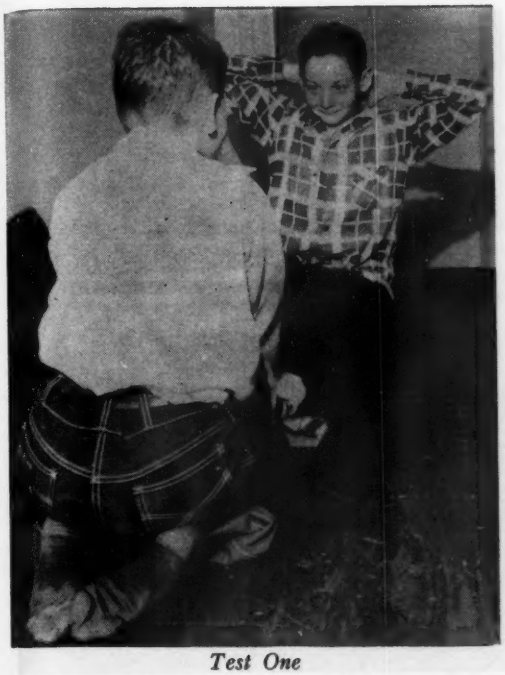
1 Elizabeth Pope—Ladies Home Journal—"How Fit Are Our Children." March, 1954.

2 Henry Lee — Pageant — "Are American Kids Too Soft?" April, 1954.



*Test One*

*Test Two*

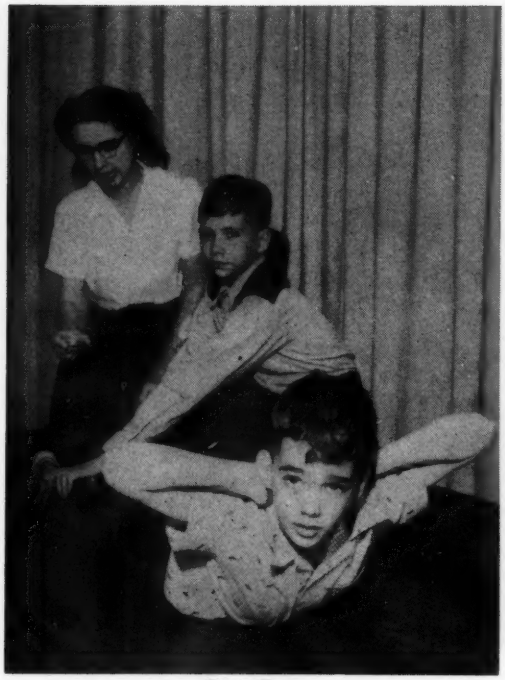
In the first test, the "sit up", the child lies on his back with his hands placed behind his neck. His feet are held down as he tries to sit up. This tests his abdominal and thigh flexor muscles. This test is not difficult even for the little children. Only 2 percent of the 9,477 children failed it.

Test number two is the same as test number one with the exception that the knees are bent with the feet brought up close to the hips. The feet should be held down again as the child tries to sit up. This test is much harder especially for the little children. It tests the strength of just the abdominal muscles since the thigh muscles function less efficiently because they are greatly shortened. There were 15 percent who failed of the total group. Of the 5,170, fourth, fifth, and sixth grade children, 7 percent failed, while 20 percent of the 3,774, first, second, and third grade children failed.

The third test, where the child lies on his back and holds his feet off the floor 10 inches for 10 seconds would seem particularly difficult, but 95 percent passed it.

The posture program must increase the upper back muscle strength and flexibility because only 1 percent failed in raising his trunk off the floor with his hands behind his neck. In this fourth test the child lies on his stomach and puts a flat

*Test Three*



*Test Four*

*Test Five*

pillow under his hips. His feet are held down again while he raises his trunk.

In test number five the child lies as in number four, with his face resting on his hands. His shoulders are held down while he raises his legs, knees straight, and holds them ten seconds. This test caused the greatest difficulty because so many could not keep the knees straight. There was no difficulty in raising the thighs off the floor but the small children were not able to "feel" that their knees were bent. The test specified straight knees so it was counted as a failure if they were bent. The percentage passing here was 92 percent for the total group; 94 percent for 5,170 children, from fourth, fifth, and sixth grades and 86 percent for the 3,774 children in the first, second, and third grades.

The flexibility test for back and hamstring muscles where the child stands with his feet together, leans over, touches the floor with knees straight, holds it 3 seconds, was the test already given where the percentage of those passing was 93 percent. It is interesting and an indication of the validity of the test, that this percentage of those passing in January when the children were tested by the posture teacher is the same as the percentage passing when the test was given by the physical education teachers.

For comparative information children in four schools where the same well rounded program of physical education is being carried on, but *not* the posture program, were tested. In January there were 1,582 who were given the test for flexibility. Only 59 percent passed. For comparison of the six tests, 925 children were used.

| | Children participating in posture program—9,477 | | Children not participating in the posture program—925 |
|---|---|---|---|
| Test I | 98% passed | | 94% passed |
| Test II | 85% passed | 93% 4, 5 and 6<br>80% 1, 2 and 3 | 69% passed |
| Test III | 95% passed | | 78% passed |
| Test IV | 99% passed | | 85% passed |
| Test V | 92% passed | 94% 4, 5, and 6<br>86% 1, 2, and 3 | 75% passed |
| Test VI | 93% passed | | 73% passed |

The program of physical examinations is "paying off," too. Dr. Harmon's study called the "Coordinated Classroom" makes one wonder how many are developing lateral curvatures from poor sitting

positions in their classrooms. One can't see many postural defects through clothes. It is difficult also to convince a child that he needs help since he cannot see himself in relation to a posture standard.

These two problems were solved by having a teacher of physical education, with a therapeutic background come into a school with a camera, a portable dark house, a clerk, and some grease paint. The children are dressed in sterilized shorts or two piece bathing suits supplied by the school system. The clerk records the findings of the posture examination on a card which follows the child throughout his school life. The spinous processes are marked with grease paint to record any lateral deviations on the silhouettegraph picture.

After examinations are made of all children including the kindergarten, the teacher sets up conferences with parents of children she feels need additional help at home. If the child needs medical attention, the parent is notified. If there are any who need the attention of an orthopedic doctor, a clinic is arranged so that help can be given.

The pictures are shown to each classroom teacher (her own children) and a talk on seating, lighting, etc., is given to the whole school faculty. After this is done, a notice is sent home by the children, that their pictures will be shown to them during their physical education period on a certain day. Parents are invited to come at that time to see their own child's picture and to hear instructions given to the groups and to see the exercises.

The older children, those in grades five and six, are given a posture standard which shows the types of posture—A, B, C, D. Each child holds his picture up to the standard and decides into which category he falls. Then he decided what he needs to do to help himself. The younger children's pictures are "typed" in the physical education office and the various defects are noted on the back of the picture.

In many of the new home development areas there are not many trees for the children to play and hang in. Perhaps this accounted for many of the lateral deviations of the spine, as well as for the weaker abdominal and back muscles. These needs are provided in each gymnasium which is equipped with stallbars, and each playground with bars and jungle gyms. The kindergarten children use their indoor jungle gyms more for hanging than for climbing, now. In these new housing developments where shrubbery has not hidden the back yards from view, a piece of "gym" apparatus can be seen in almost every yard. Wherever the P. T. A. takes part in assisting with the program of "picture taking" and examinations, the parents become aware of the needs of their own children.

When it is possible to take each child's picture every other year, his growth can be watched more fully. At the present time pictures are being taken every third year in the elementary schools, every year for junior high school girls, and twice every year for senior high school girls.

It is hoped that in the next orthopedic clinic the physician will be able to commend the children on their strong back muscles and their flexibility even though he may find other places where stress is needed. It is hoped, too, that these children will always carry with them a desire for good carriage and that as adults, aches and pains spoken of in Mr. Lee's article will be minimized.

# Physical Education and Recreation in Rehabilitation

Since World War II there has been a phenomenal trend of recognition for physical education specialists as an integral part of the Physical Medicine and Rehabilitation specialization. Leaders in Physical Education who had taken part in the armed forces medical rehabilitation and Veterans Administration medical service, recognized the need for their continued service.

The problem arose as to where new interested personnel were to receive their training. The physical educators had obtained vast knowledge with inservice practice during the service Rehabilitation programs but the new interested personnel were without these advantages. As a result of the study of the Therapeutic Section of the AAHPER in 1946, a number of colleges and universities were approached relative to the establishment of initial training programs. The first successful step was taken by Springfield College in 1947. Teachers College of Columbia University, and New York University soon followed with the latter being the first to offer doctoral study, in 1954. Other schools to offer specialties in this field include Ohio State, University of Illinois, University of Iowa, George Pepperdine College and the University of California in Los Angeles, the University of Kentucky and San Francisco State College. The University of Oregon and Indiana have expressed interest in this area.

Clinical affiliation was done on the local level until February 1952 when the Central Office Physical Medicine and Rehabilitation Services of the Veterans Administration became the central service in direct affiliations.

Placement and professional opportunities now available to the physical education specialist include those in the Veterans Administration, rehabilitation programs, as well as those in civilian hospitals and clinics, children's hospitals and schools, insurance rehabilitation programs, prosthetic areas, private practice with medical specialists, and other areas of service.

The Educational Committee of the Association for Physical and Mental Rehabilitation has recently completed a two-year study of curriculum evaluation in this area of specialization and this information is now available to colleges and universities.

KARL KLEIN

# Undergraduate Preparation in Physical Education

**Earle F. Zeigler**

FROM AN HISTORICAL standpoint teacher education in physical education has progressed greatly in a relatively short span of time. Christian Salzmann and Johann Basedow, European educational leaders, employed teachers of physical training in their educational enterprises. It was Salzmann at Schnepfenthal in the late 18th century who appointed Johann Christoph Frederich Guts Muths as a new teacher of physical education in the second year of the school's existence.

It developed that Guts Muths' ideas were in entire agreement with the principles of Rousseau and Locke. In his writings he dealt with a criticism which maintained that development of the body through gymnastic exercises made the qualities of the mind rude. Guts Muths asked for a harmony of mind and body which was not again truly expressed until the days of Luther Halsey Gulick and Clark Hetherington.

Johann Pestalozzi helped also to bring physical education into the modern curriculum. He put physical education on an intellectual basis by stressing the gradation of exercises according to their intricacy and difficulty. He believed further in exercise for every age and for every degree of bodily strength.

Ling, Nachtegall, and Jahn must be mentioned as great pioneers in the field of exercise. Per Hendrick Ling (1776-1839) initiated a system of gymnastics based on anatomy and physiology, a system of military exercise, and also a system of corrective exercise. He helped establish a training school for teachers in his native Sweden where he is still revered.

Franz Nachtegall, of Denmark, chose physical education as a life's work through early inclination and the reading of Guts Muths' *Gymnastik fur die Jugend*. He opened one of the first private outdoor gymnasia devoted exclusively to physical training. Subsequently he was appointed professor of gymnastics at the University of Copenhagen. In 1804 the King appointed him the first director of the newly-established Training School for Teachers of Gymnastics in the Army.

Friedrich Ludwig Jahn was the father of popular gymnastics in Germany. He used physical education to further the integration of Prussia. Although his early work was as a naturalist, the few formal elements introduced in the first reorganization of the exercises after his death increased until the program became quite artificial. Much of the apparati and program developed by Jahn became standard in Germany as well as on the North American continent. His earlier naturalistic ideas became a guide to activity which was functional, physiologically valuable, psychologically sound, and recreative in essence.

In the United States the first course for the training of physical education teachers started in 1861 and extended over a period of ten weeks. Today the professional student of physical education can earn the Doctor of Philosophy degree or the Doctor of Education degree upon successful completion of a program extending over at least a seven-year period.

What about the preparation of physical education teachers right now in the various countries which go to make up the British Empire?

### "A Man Apart"

The first problem which we have to overcome is that of elevating the physical education student, in the minds of the public and our "academic conferes," to the same status as students specializing in other subjects of the arts and science category. By and large our students are just not "liberally educated" and they show it in many ways. As a result of this deficiency, which has developed partially because there is too much to do in too short a time, many physical education graduates are "educational misfits." The worst part of this tragedy is that these people are blissfully unaware of their ignorance.

### "The Divided House"

Secondly, we are facing the problem that "a house divided against itself cannot stand." In this connection there is the situation within our field characterized by the rapid growth of intercollegiate athletics with the "gate receipt evil" that lurks at every turn. As a result of the desire of alumni, the interested public, and university administrators to have gate receipt sports pay for as much of the entire program as possible, coaches and athletic administrators are hired because they may be able to produce a winning team. Not the least of the problems this creates is that embryonic teachers of physical education see that life works this way and it is bound to color their thinking. Teachers of professional students can help this rift by taking an active part on athletic committees and by continuing to coach at least one sport.

### "The Deadening Weight of Tradition"

The third problem is that of passing courses to graduate. The traditional subject-matter approach to learning has stifled initiative at every turn. The

student takes a certain number of courses and goes to university for a required number of years. Upon graduation the "teacher" is presumably a competent, educated person. Unless we take the "competency approach" we will continue to have a great deal of ineffectual teaching in our professional courses.

How can we be fairly certain that our graduating students will be able to function satisfactorily as an intelligent citizen and a competent professional teacher of physical education unless we have a more effective way of measuring his ability as determined by specific competencies developed through selected experiences with subject-matters as resource areas?

**"The 'By Guess and By Gosh' Curriculum"**

Professional curricula in physical education, as in most other subject-matters, have been organized and developed traditionally in a fairly hit or miss fashion. Generally they are based upon the opinions of the teachers at a particular university, the curriculum of a nearby university, or the opinions of a few leaders. These curricula would, of course, reflect the biases of the people involved. Sometimes even the professional phases of the curriculum would be influenced by educators who should be scientifically minded enough to know that their opinions don't have too much weight.

In the United States for example, it wasn't until 1926 that the first study was made of the duties and responsibilities of physical educators on the job. This type of survey lead the way in guiding the development of curricula. Gradually other leaders began to realize that it was necessary to study society itself to learn what it was like and how the curriculum could be geared to meet its needs. It would seem, therefore, that many of our existing curricula have not been subjected to the light of scientific investigation.

**"The 'Whose Baby Are You?' Dilemma"**

This predicament has been caused by the very complexity of our total field. What is the relationship between physical education and recreation? Should physical education change its name to sports education and leave correctives and adaptive physical education to the physio-therapists? Where does school health education fit in?

Is it too important to leave in the hands of the overworked physical educator? What do we have to do with safety education? Do we have to teach kids to drive also? Should we have recreation specialists in the school systems to supervise all the so-called extra-curricular activities? Where do athletics belong? Why should the physical education department want to make decisions about athletic matters when they are of total school concern? What about part-time coaches who are employed in business? All these questions portraying our own indecisiveness affect the content of the professional curriculum just as surely as you or I have a personal opinion. Can one person do all these things I have mentioned or should we continue in the direction of further specialization?

**"The Common Sense Approach to Evaluation"**

This is the approach taken by many who feel that physical education is still completely an arts subject that shouldn't be troubled with an experimental or scientific outlook. The general public feels also that anyone with a good personality, a fair educational background, and some excellent sports skill can teach physical education and do well at it. In other words you don't need anatomy, physiology, kinesiology, physiology of exercise, tests and measurements, and correctives to be a good physical educator. Just keep them busy and have some progression and "for heaven's sake" have a "smart-looking" class. We must decide for ourselves if this sort of an approach will give us the increased status which physical education must earn to deserve.

**"The 'Don't You Know Your Place' Approach to Students"**

Here is a place where there is great room for improvement. We are missing out on one of the best bets for improving the various teacher education programs by not utilizing the student more as a critical evaluator of his own progress and of the worth of the various aspects of the curriculum. Who knows better from a number of different angles how good this or that part of the curriculum is? Who is in a better position to offer constructive criticism if properly elicited? Who else can suggest what should be added or eliminated from the curriculum after he or she is out on the job for a few years? Somehow the weight of tradition makes us feel that we are the oracles and the students must put down all our words of wisdom in their notebooks, which should perhaps be discarded at the latest by the end of the course. We should allow and encourage our students to truly plan and evaluate the various courses as they progress through each year.

**"The 'Great I Am' Theory"**

This suggestion stems from a very strong belief that many administrators in teacher education (and in all phases of our work for that matter) go blithely along on the assumption that their programs are being conducted in a democratic manner as far as the sharing of decisions is concerned. This may be true as far as unimportant decisions are involved, but the larger, more important matters treating policy which affects all do not always get to the staff for a shared decision. Many adminis-

trators feel that their superiors hold them responsible for program outcomes. Because the top university officials do not allow shared decisions, why should the physical education administrators go along with decisions of the total staff especially if they personally don't believe them.

The answer to this dilemma lies in the fact that today we cannot superimpose our will upon others and get optimum results. The staff members who have been allowed to grow and develop in an atmosphere where a democratic spirit prevails will have an esprit de corps which professional students will find contagious. People are great imitators and physical education graduates will tend to follow the prevailing pattern of their undergraduate institutions.

### Some Concluding Suggestions

Physical education students should have an increasing opportunity to debate, write, and read about the many problems of our field as it relates to the total educational process and in turn how education relates to life. The time has come for the entire field of physical education to adopt a basic philosophy. Science and philosophy have complementary roles to play in aiding us to find physical education's rightful place in the educational system. For too long, most physical educators have ignored the wisdom of these two branches of learning in carrying out their programs.

If a professional student uses philosophy, it can help him attack the basic problems of physical education in a systematic fashion. In the first place, philosophy will enable him to view his field as a whole. He will not see himself merely as an athletic coach, a physical conditioner, a teacher of adaptive physical education, or as the organizer of intramural athletics. Philosophy would be instrumental or pragmatic helping to bring about a solution of the difficulties which have arisen. In this sense it is a criticism of experience.

Philosophy will further help the prospective physical education teacher to fashion for himself a mental image or pattern of what physical education ought to be. It will be prospective in the sense that it will form a vanguard leading practice in the field.

The beginning teacher's philosophy of physical education would have to be eventually practical, or it would be worthless. An instrumental philosophy of physical education would necessarily imitate science in part. Science can describe physical education as it exists; philosophy can help to picture it as it should be. We owe it to our students to help them achieve their own individual philosophies of physical education. If our students become nothing but aimless wanderers vainly striving to lead others along the right path, we will have failed in our primary objective. There is too much at stake for us to neglect consideration of this all-important aid that we can give those who will carry on for us in the future.

# Me and Yoga

R. H. Lavik

I ONCE HEARD MYSELF utter the following profound statement, "Children and other young people need large muscle activity from the standpoint of growth and development. From the standpoint of posture and joint mobility, however, older people need activity more than the younger ones." The more often I used this statement the more I was taken with it until it attained the status of a firm conviction. For years I ran miles. I did step tests. I chinned myself. I did pushups and leg lifts. Then Yoga came into my life.

Yoga may be a word you associate with a bulbous oriental whose legs are arranged like a plastic bow tie and whose gaze is eternally fixed upon the upper reaches of the linea alba. You may also think of Yoga as associated with a baseball catcher who bats left-handed and who murders opposing pitchers and the king's English with equal devastation. Yoga is all this and more, according to a book I recently borrowed from one of my more literary friends. Yoga is essentially based upon proper breathing which gives you "prana" the essential "life force." If you can learn Yoga breathing, which disregards the law of valence, you can get plenty of prana into your stricken body. Oh yes, and if you get enough prana your will can achieve control of the autonomic nervous system. (I hope none of my hygiene students ever acquire that control. They would certainly do permanent damage to their internal machinery.)

The outward evidences of Yoga practice consist of arranging body segments in positions that demand extreme joint ductility. As the decades go by this problem intrigues me more and more and my opening statement becomes more and more impressive.

### Out of This World

Yoga, like most systematic muscular manifestations, depends upon a rich reasoning of the occult. There is a little of the Druid in each of us. Ritual seems to be part and parcel of all good things. Thus Judo, an excellent system of exercises, depends up-

on the tradition of the Samurai to give it life force. With its ceremonial posturings it symbolizes the essence of bushido. Likewise the German Turner, with every movement, harks back to Father Jahn and his burning desire to rid the Fatherland of the dastardly French invader. The side horse and parallel bars have become expressions of patriotism.

### From Navel to Nirrana

So the Yoga practitioner, his gaze fixed upon his navel, sees, reflected back from that umbilical area, the dreams, the passions, and mystic satisfactions of thousands of previous incarnations, all pointing to the ultimate nirvana. These metaphysical preoccupations furnish the proper setting for the practice of Yoga. My failure in this area may explain some of my difficulties.

### Padmasana

With or without entering the cosmic stream I take a deep breath of what I hope is prana and attempt to execute "Padmasana" the "Lotus Seat." As the pure lotus, in snow-white purity, floats over the miasmic waters of the foul swamp, I, as I sit, try to place my left external malleolus on top of my right sartorious with my flexed right leg somewhere underneath. This involves stretching of the hip adductors but I get more prana and strive for serenity. It hurts like heck but is worth a good, honest try.

### Archa-Matsyandrasna

This doesn't demand so much prana. You flex the left leg under you and flex the right knee over the top with its foot on the floor adjacent to the insertion of the left tensor fascia latae. The right arm is then placed parallel to the lower right leg and the trunk is thereupon twisted slowly to the right and left. I can always escape from this position by being able to recognize my right foot. It once made contact with a corn harvester in my callow agricultural days.

### Dhansurasana

This is a real challenge to joint resiliency. You assume the prone position, take prana slowly, reach back and grasp both ankles, arching the back and maintaining the position as long as possible. My difficulty to date is that I need help to capture that other ankle. When this is finally achieved, and my solar plexus is being charged with vital force, I become painfully aware of my vastus muscles. My real problem, however, is how to release the ankles, once my finger flexors have gone into spasticity. Here is where mama comes in with the claw hammer and the kitchen pliers.

I like gymnastics. I like Judo. I like Yoga. Perhaps the universal tendency of mortal man to blend the occult with the cult can be explained by the fact that large muscle activity results in a sense of improved well-being. This experience the enthusiast may readily interpret as adventure with cosmis forces. He is absolutely right. Proper adjustment to the universe is on the basis of activity. There are many kinds of muscular activity and all are good.

Mama, bring on the rope ladder and the respirator. I'm having some more Yoga.

# A Note on "Dominance"

C. H. McCloy

WHEN READING SOME of the psychological literature dealing with tests of handedness, one is struck with the rather careless use of the term "dominance." Speaking as a physical educator, we not only have dominance of hand (handedness), and dominance of eye, but we also have a dominant foot—and most individuals who are right handed—though not all—jump or hurdle from the left foot, but kick with the right. Baseball players frequently throw right handed and bat either right handed or left handed. It would seem to the writer, therefore, that the individuals writing in this area could well state very specifically what they mean when they use the term "dominance," rather than simply using the term loosely.

### Mind Set

A second subject has to do with what might be termed "mind set" as related to handedness in such an activity as batting. The writer many years ago (approximately 1923), while teaching in China, conducted a class experiment which was never written up for publication. The experiment was as follows: Approximately forty subjects, all of whom were students majoring in physical education who had had at least one year's experience in playing softball and, of course, batting, happened all of them to be right handed batters even though two threw with the left hand. Twenty of these, including one of the left handed players, were selected as an experimental group and the other twenty as a control group.

Both groups were tested in batting with the writer doing all of the pitching. On two different days each batter hit twenty balls all thrown as well as the writer was able to throw them to

a foot-square middle-strike zone, that is about half way from the knees to the shoulders and within five or six inches of the center of the plate. "Balls" were not counted even though hits, and if the ball was too low or too high, it was not counted. A hard-hit line drive was scored as a three, a fly ball that went out of the infield was scored as a two, a hard-hit ground ball was scored as a three, a medium-hit ground ball was scored as a two, a weak "pop-up" or a very weak grounder was scored as a one, and, of course, a complete miss was scored zero. The total score for the two days for the total of forty balls counted was taken as the individual's right handed hitting score.

The control group then attempted to learn to bat left handed by simply practising left handed batting with no other instructions than to bat as well as possible left handed. The practise continued for ten practise periods in which the men were divided in groups of four (indoors) with a pitcher, a batter, a fielder, and a catcher. Each batting practise period for each individual totaled at least ten minutes each period.

The experimental group practised in a different way. The men of this group were given short bats about the length of a policeman's night stick, and batted left handed holding the bat with the right hand only. In other words, they batted with the right hand backhanded as one would hit a tennis ball backhanded. After the fourth practise period, they assisted this swing with the left hand, simply pushing with the left hand to start with, but ***hitting*** the ball with the bat grasped by the right hand alone. After two more practise periods they batted with an ordinary softball bat, batting left handed.

At the conclusion of the experimental period, both groups were again tested as they had been tested before. The experimental group batted almost as well left handed as they had right handed. The control group were still very much poorer left handed than they had been right handed: they had not made nearly as much progress as had the experiment group.

### Conclusions

It seemed obvious to the experimenter that the difference was in the mind set of the subjects. The men of the control group were trying to bat "left handed." Since they had dominated the hitting when batting right handed with the top hand, which was the right hand, when batting left handed, they tried to dominate the swing with the left hand because it was now the top hand. The experimental group learned while batting left handed (back handed) with one hand to continue to be right-hand dominant and to control things with the right hand, and then when the left hand was added to the picture, they already had formed the habit-pattern of right hand-dominance and hence batted almost as well left handed as they had originally batted right handed.

It is unfortunate that the writer did not preserve the data of this study, which was undertaken simply as a class project for a class in the psychology of physical education. The difference between the groups was certainly statistically significant, and the author would estimate that the critical ratio was at least 2.00.

More studies should be undertaken to ascertain the *cause* of dominance in the various dominance-areas, the degree to which ambi-drextrality can be cultivated, and to formulate practical methods for facilitating the development of ability to use the non-dominant member. Studies of this kind would aid coaches in teaching basketball players to "shoot" with the non-dominant hand, teaching low hurdlers to alternate feet in the running hurdles, teaching the use of the non-dominant hand in handball, the use of the non-dominant foot in soccer football, and non-dominant-hand passing in several types of ball games.

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## Did You Know That

Items not required by some state or regional accrediting agency tend to be neglected (24%) whereas items required by regional accrediting agencies, state departments, or state high school athletic associations were attained in amounts from 35% to 57% in the order given? State High School Athletic Associations are over 46% more effective than state departments of public instruction, the next ranking agency. K. W. BOOKWALTER

Last summer, your editor spent a most enjoyable and challenging month teaching at the University of Havana? This summer, he has a workshop in health education and later teaching at the University of Arkansas.

"Designing Modern Health Education Experiences for Youth" is now available? It may be secured through the State Department of Public Instruction, Centennial Building, Springfield, Illinois.

# The Relationship of Physical Education and Recreation to Basic Needs of the Handicapped[1]

J. J. Sellwood

THE BASIC NEEDS OF the handicapped are considered to be physical, mental, social, and economic in nature. Kinds of rehabilitation personnel, their preparation, and their methods of approach are determined by these basic needs to be met.

The physical educator and recreational leader are challenged to ascertain where their services may be best utilized in the solution of the problems of the handicapped in bringing about better ability to perform the activities essential for daily living and working.

Authorities have emphasized the physiological and psychological hazards of rest as a therapeutic agent. In doing this they have stressed the activity concept of convalescence which was so successfully demonstrated in the armed services in World War II.

Hellebrandt[2] has stressed the role of physical education in rehabilitation, emphasizing first, that the physical educator is above all else a teacher prepared in the techniques of teaching which is basic to all rehabilitation activities. She furthermore stated that the physical education background is closely allied to physical therapy, occupational therapy, and physical reconditioning and makes for more capable workers in the field.

## Physical Needs

There are many ways in which the physical educator and recreational leader may help to meet the physical needs of the handicapped. Of utmost importance is the fact that recognition and follow-up of many individuals needing rehabilitation may come from the physical educator who works with a large number of persons in teaching or supervising situations. The physical educator, because of his training in observation, may be the first to notice the child who tires easily or who does not join the others in playing.

Beyond recognition, the ability to motivate individuals to physical activity through game situations can be accomplished by persons who have an adequate background of such activities, based on sound educational knowledges and practices. Furthermore, under the guidance of the physician, the physical educator who knows normal patterns of total movement can adapt activities to the specific needs of the handicapped.

## Release of Tensions

The handicapped have similar desires, emotions, and feelings that a "normal" person has, but they are somewhat intensified by the handicap. Physical education and recreation activities, wisely administered, educationally sound, and medically recommended can help alleviate this intensification.

These activities offer a chance to provide activity outlets because the total body is used in a situation which has a high interest factor. Physical education and recreation activities also provide a wide variety of controlled competitive and challenging situations with chance for a degree of personal success.

Certain aspects of relaxation can also be taught through the use of total body movements found in these activities.

## Social Needs

Play provides a means for all children and adolescents to learn social skills, and these skills are probably best developed through informal recreational situations.

Both physical education and recreation provide excellent media in which groups can be formed. Through these controlled group activities a person learns to assume a role as a participating member of a group; and, as he learns to find satisfaction from and to accept responsibilities for the group action, cohesion among individuals readily leads to identification.

Of utmost importance is the fact that physical education activities provide an opportunity for the handicapped to participate with and be accepted by the "normal" individuals within a group. Authorities have stressed the advisability of including the disabled in most group activities whenever possible. Through such participation, both the handicapped and the "normal" will discover their many fallacious beliefs about each other and learn that socialization leads to understanding, tolerance and cooperation.

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[1] John J. Sellwood, "The Integration of Physical Education with Physical Medicine and Rehabilitation Relative to the Preparation of Professional Personnel," (unpublished Doctor's dissertation, University of California, Los Angeles, 1952).

[2] Frances A. Hellebrandt, "The Report of the Baruch Committee on Physical Medicine, Implications for Physical Education," *Journal of Health and Physical Education*, 16:317-68, September, 1945.

# Smoking Advertisements and the Professional Athlete

Warren R. Johnson

MEDICAL STUDIES of the lung cancer situation today would lead one to think that the professional athlete has some serious thinking to do on the subject of endorsing cigarettes.

In past years, the problem wasn't so difficult. Of course, some athletes and coaches have always insisted that smoking is bad and damaging to the health and that, therefore, it is dishonest and immoral for any athlete to associate his name with the practice. But they had no proof. Their argument could be answered fairly easily in such ways as: "What evidence is there that smoking is injurious to health—especially moderate smoking?" "Sure, excessive smoking is probably bad for you —but so is heavy eating. Should I give up all eating just because too much food may kill me?" "I've been smoking for years and I honestly don't feel that its hurt me or slowed me down at all." "Look at all the famous athletes who smoke. It can't have hurt them too much!"

And some who took the trouble to study the subject a little were able to say: "Experiments, which have been conducted even by men who hate smoking, have not been able to prove that smoking actually reduces athletic performance at all."

Armed with such arguments, it is not surprising that hundreds and even thousands of professional athletes have, in good conscience, felt perfectly free to endorse a brand, and thus, by implication at least, to encourage the spread of smoking.

### The Situation Today

There is strong evidence that smoking is related to one of the most horrible and deadly of modern diseases—cancer. Specifically, cancer of the lungs. In a 1950 issue of the *Journal of the American Medical Association,* Drs. Ernest Wynder and Everts Graham reported studying 684 proved cases of lung cancer and presented evidence of a real association between lung cancer and smoking, especially cigarettes (6). This work, along with large scale British studies and ten other recent American studies, "showed that the risk of developing cancer of the lung increases in direct proportion to the amount of smoking (5). On such evidence as this, in 1952, the Council of International Organizations of Medical Sciences agreed, in a symposium held on lung cancer, that the evidence at present points to a definite relationship between cigarette smoking and lung cancer (1).

In 1953, the *New England Journal of Medicine* reported a study of "Cancer of the Lung in Physicians." The findings showed a highly significant relationship between smoking and pulmonary cancer in physicians (4). Commenting on this study, the *Journal of the American Medical Association* stated: "These results agree with those of previous studies. The mortality rate was greatest among cigarette smokers, but even among cigar and pipe smokers it was greater than that among nonsmokers" (3). Incidentally, Dr. Wynder and his associates have definitely established cigarette tar as a cancer producer when applied to the skin of mice for a period equalling about half their life span (5).

Writing in *Cancer News,* Dr. Daniel Horn outlines the facts on the relationship of smoking and cancer as follows:

1. Even after proper allowance is made for the growing numbers of old people in our population, reported deaths from lung cancer have been increasing. The corrected death rate has tripled in the last 20 years. (The increase in cancer of this kind has closely paralleled increase in smoking in the population.)
2. Most experts seem to believe that this increase is real—and is not due simply to more accurate diagnosis.
3. Tobacco is high on the list of probable environmental causes. All studies to date show "a higher proportion of smokers among lung cancer patients than among other patients."[2]

So much for the scientific evidence.

### The Professional Athlete

What has this to do with the professional athlete —any more than with the movie actor, the artist, or the business or construction man? The answer is that the professional athlete makes his living by his exceptional health and his physical prowess. Few people represent the American public's ideal of manhood quite like the professional athlete. He is the focal point of one of America's great and (perhaps most popular) industries. What he does and says is news. If he has a cold, sprains a toe, or gets a bonus, the public takes a personal interest. One comment from him regarding his ideas on physical conditioning, diet, exercise, or drink—is worth more in terms of influence, especially upon youngsters, than the considered teachings and writings of a hundred specialists on those subjects.

Perhaps of greatest significance is the influence that professional athletes have upon young people. Among other things, it avails the conscientious health or physical education teacher or coach nothing to point out the known dangers of smoking to his junior high or senior high athletes when on magazine covers and TV sets they see The Great so-and-so of baseball, golf, football, or hockey stating that "he likes" such and such cigarettes. Of course with this indorsement of a brand goes the implica-

tion that cigarette smoking is endorsed by a man who makes his living by his health and who could not reasonably be expected to undermine his very livelihood.

It is likely that smoking advertisements involving famous athletes have played an important part in the tremendous increase in youthful smokers. "If the great football player so-and-so does it and it doesn't hurt him, why shouldn't I?" is a hard argument to answer—and every school coach and many parents have heard it time and time again. Still, we have good reason to suspect smoking early in life may be a most significant factor in bringing on death in the early middle years, for as certain studies of both man and animal have shown, smoking for half an average lifetime—in our case, say, 30 years—greatly increases the likelihood that lung cancer will develop (5). Thus, indications are that if a boy or girl begins smoking at 15, the chances of his getting cancer at 45 *are greatly increased.*

### Concluding Statement

In a nutshell, the decision facing the professional athlete today is this: with our present knowledge of the relationship of lung cancer to smoking, does he feel that he can assume the responsibility of publicly encouraging smoking—especially among the young? As a mature adult and presumably being aware of the facts in the case, he is, of course, free to take whatever risks he wishes. But how he can face the thought of *knowingly* luring his admirers into a tenacious habit which he now must know may very well bring a considerable number of them to an untimely and, to say the least, grim death. This is a strong statement—but the medical evidence suggests that perhaps it is not strong enough.

Time will tell. Perhaps the near future will bring a solution to this problem, although this seems highly unlikely at the moment. As Dr. Horn remarked: "What the final answer will be we do not know. Smoking may get a clean bill of health, it may prove to be of trivial importance, or it may prove to be of great importance in the development of lung cancer" (2). In the meantime, terrible circumstantial evidence if not full proof has brought smoking to trial even though it has not yet convicted it.

It will be extremely interesting to see how the professional athlete handles this problem of cigarette endorsing between now and the time when we have the final answer.

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6. Wynder, E. L., and Graham, E. A., "Tobacco Smoking as a Possible Etiologic Factor in Bronchiogenic Carcinoma: A Study of Six Hundred and Eighty-four Proved Cases," *Journal of the American Medical Association,* 143-329-336, 1950.


## Little Things

It takes a little muscle, it takes a little grit,
A little true ambition with a little bit of wit.
It's not the biggest things that count, and make the biggest show,
It's the little things that people do, that make this old world go.

A little bit of smiling, and a little sunny chat,
A little bit of courage to a comrade slipping back.
It takes a kindly action, and it takes a word of cheer,
To fill a life with sunshine, and to drive away a tear.

Great things are not the biggest things that make the biggest show;
It's the little things that people do, that make this old world go.

—Selection from *The Speakers Library,*
Washington, D. C.
as found in the Maine AHPER News

# Safety Education in the School Program

W. K. Streit

WE LIVE TODAY in a physically dangerous environment. We have many conveniences undreamed of even a few decades ago; but as we have multiplied our conveniences, we have multiplied our dangers. The walls of our homes bristle with electric outlets which can, if improperly used, cause serious injury or death. Our streets are crowded with vehicles which are necessary and convenient but also dangerous.

### The School's Responsibility

We teach safety today because we must. Children must be prepared to live happily, vigorously, and safely in a dangerous world. They must understand their physical environment so completely that they recognize the elements of danger that have become an inevitable aspect of highly organized community life.

The school has a large share of the responsibility in providing this necessary training in safety. The school has contact with the child throughout his entire formative period, and is in a position to direct a positive, rather than a corrective or remedial, attack upon the problem of safety education. Safety instruction has its proper place in every classroom. It also is a responsibility of every parent.

Safety education must stress factual materials but must also include the attitudes and habits that are necessary for safety. The child must learn to meet the hazards of our environment with economy and safety of motion, with a feeling of assurance that excludes all trace of fear or recklessness, and with a sense of responsibility for the welfare of others.

Safety education has passed the time when it must justify itself. It is here to stay and must be developed as one phase of our educational program because it is necessary in this modern world that we have created for ourselves, if we are to continue to live happily, vigorously and safely.

### The Curriculum

In the kindergarten and primary grades, the safety instructional material has been organized into the broad areas of children's living experiences. These areas are safety in travel, safety at school, safety at play, safety at home and safety throughout the year. Essential habits, attitudes and understandings are developed from the very first day the child enters school. Consideration is given to those hazards which a child is likely to meet in his daily experiences, wherever he may be.

Two points of emphasis are basic to successful safety instruction in the intermediate grades. First, in no other field of instruction is it as certain that the teaching of facts in themselves is not enough; imparting information about safety does not assure effective precautionary action. Pupils acquire safety habits only by observing safety practices. Second, there is only a limited place in safety education for an appeal to fear. Safety is not merely a matter of withdrawal or inactivity; it is a positive force that stimulates vigorous yet safe living. Pupils are not safe when they know only what not to do; they are safe when they also know what to do.

Boys and girls of junior high school level are given training in First Aid so that they can share in the promotion and safeguarding of individual and group welfare in cases of accident and emergency. An integral part of a program of defense or preparedness education lies in a functional program of First Aid. This course is again required in the twelfth grade of high school. Safety in the home, school and community are an important part of the health course in grade eight.

Opportunities for integrating safety instruction with existing subjects in the curriculum are constantly being utilized. Physical Education, Industrial Arts and Home Economics are fields in which special attention is given to safety precautions.

All tenth grade pupils are required to take a classroom course in driver education. Behind-the-wheel driving is offered on an optional basis in grades eleven and twelve. However, driver education involves more than manual skill in operating a motor car. Good attitudes, habits and judgments are fundamental to safe driving and it is the development of these which are emphasized in both driver education and driver training.

Such a program offers a constructive approach to safe living.

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### Health vs. Safety

He brushed his teeth twice a day with a nationally advertised toothbrush.
The doctor examined him twice a year.
He slept with the windows open.
He stuck to a diet with plenty of fresh vegetables.
He never smoked, drank or lost his temper.
He golfed, but never more than 18 holes.
He got at least eight hours' sleep each night.
The funeral will be held Wednesday. He is survived by eighteen specialists, four health institutes, six gymnasiums, and numerous manufacturers of health foods and antiseptics.
He forgot about trains at grade crossings!

# Physical Fitness Testing for Professional Physical Educators

H. Harrison Clarke

REPEATEDLY, physical education has been called upon to provide physical fitness tests for educational institutions, for civil defense, for the armed forces. Several years ago, the Committee on Relationships with the Armed Forces, American Association for Health, Physical Education, and Recreation, asked the Research Council of the Association to recommend physical fitness standards. Before that, during the war, the Joint Committee of the American Medical Association and the Physical Fitness Committee of the Federal Security Agency requested a physical fitness test for use in surveying the physical condition of the youth of our country. For several years, the Research Council has had committees assigned to consider this problem.

During the past year, Dr. Hans Kraus and Ruth P. Hirschland [1] of the Institute of Physical Medicine and Rehabilitation, New York University—Bellvue Medical Center, published startling statistics alleged to show that European children are many times more physically fit than are American children. According to these statistics, based upon simple muscular strength and body flexibility tests, 57.9 per cent of American and only 8.7 per cent of European children failed to achieve minimum fitness levels. These authors urge that the physical activities of our boys and girls be increased and that "muscular tests" be given at regular intervals and be made a part of the child's complete school record, to assure at least minimum physical fitness standards for all children.

For years to come, our people will continue to be faced with the life or death issue of national survival: whether we and our posterity will live as free men or slaves. Thus, the urgency of proper non-medical physical fitness testing must be faced with resourcefulness. A number of basic factors related to this issue will be presented below.

1. *Extreme care should be exercised in the general acceptance of a physical fitness measurement program by our profession.* The widespread interest in the non-medical aspects of fitness during and after the war presents a serious challenge. What we accept will brand unmistakably our stature in education and science. All great professions have achieved greatness through measurement. One might even venture to state that the use of valid and precise measuring instruments is an absolute prerequisite for gaining recognition as a profession, while inaccurate and haphazard testing spells mediocrity, ineffectuality, and worse.

2. *Since the origin of the A.A.H.P.E.R. in 1885, our professional organization has been concerned with and actively engaged in developing physical fitness.* During the early days, it was physical education's primary if not only concern. And, yet, we must still define what is meant by the "physical aspect of fitness." As, "physical fitness" is such a broad term, including organic, nutritional, and emotional aspects, perhaps we should change our designation to "exercise tolerance." Then, accept such elements as muscular strength, muscular endurance, and circulatory-respiratory endurance as the basic elements. Thus, exercise tolerance measurement would be confined to tests of these elements.

3. *Tests for two of these elements of fitness, muscular strength and muscular endurance, are readily available, but tests for the third element, circulatory-respiratory endurance, are presently unsatisfactory outside the research laboratory.* However, the first element in fitness for the physical educator to mesure is strength. Until the basic strength of students is appraised, the full significance of other physical measures cannot be completely understood. Furthermore, physical weakness in boys and girls is capable of analysis into underlying causative factors, such as lack of and improper types of exercises, faulty health and other living habits, fatigue states, psychological and social maladjustments, organic drains, and so forth. And, with adequate strength, the task of developing endurance and teaching physical skills is made easier.

4. *The measurement of circulatory-respiratory endurance with non-laboratory techniques is complicated until a common endurance element running through all activities is identified and isolated in a testing situation.* Apparently, there is some justification for the oft repeated question, "Endurance for what?" As is recognized, endurance for basketball does not necessarily imply endurance for swimming. However, it is probable that the more nearly the activities are composed of identical conditions, the greater the transfer of endurance elements.

5. *Strength is a relatively stable element.* Laboratory evidence [2] exists that gains in muscular strength and muscular endurance, resulting from

[1] Hans Kraus, M.D., and Ruth P. Hirschland, "Minimum Muscular Fitness Tests in School Children," *Research Quarterly*, 25:178-188 (May, 1954)

[2] H. Harrison Clarke, "Muscular Strength-Endurance Observations from Single-Bout Ergography," *Journal of the Association for Physical and Mental Rehabilitation*, 7:8-11 (Jan.-Feb., 1953)

vigorous, systematic exercise, is maintained at approximately the same level for six weeks after its cessation. This period may be considerably longer as the experimental evidence available is for this length of time only. Doubt is expressed whether the same is true for circulatory-respiratory endurance.

6. *For physical education as a profession to recognize the plea for simplicity in testing is a serious mistake, unless simple tests are proven equal to more scientific tests.* Most of the service tests were constructed for ease of operation. It is contended that anyone can give these tests, including the subjects, and anyone can interpret the results of such testing. Would the medical profession have done likewise? Further, would the Army and Navy have used anyone but qualified physicians when dealing with the medical aspects of fitness? Obviously, we do not enjoy the same prestige and respect as a profession. Why?

7. *One reason is that we have simplified our procedures to the point where anyone can give our tests and conduct our programs with but a few weeks of training.* True, technicians in limited areas can be developed in a few weeks time, but surely not men qualified to plan and conduct complete physical education programs, or even to interpret intelligently the results of our measurement. But, then, we have not attempted on any large scale to base effective procedures upon tests results. And, yet, how better could we dignify our profession in the eyes of Army and Navy leaders, physicians, educators, and laymen?

8. *There are many schools in the country that do not have well qualified physical educators and cannot afford expensive equipment for testing.* All would admit that such situations are unfortunate and everything possible should be done to improve these conditions. However, physical education as a profession should not direct their recommendations for measurements to the level of those schools that cannot purchase testing apparatus or use test results. Again referring to the medical profession, their recommended practices are not scaled down to the facilities of the country doctor.

9. *Very frequently in physical education, tests with superior scientific evidence and with a background of practical application in schools have been by-passed because they required special apparatus, trained technicians to administer, and qualified professional people to interpret and follow-up with appropriate remedial procedures for those below accepted standards.* From the standpoint of maturity and stature, such actions constitute a crime against the profession. Recognizing the validity of the practical limitations of testing in schools and colleges, perhaps the dilemma may be solved by advocating two or more levels of testing: from minimum to ideal measurement programs. In this way, at least, the ultimate in physical education measurement is recognized and held high as a goal toward which to strive.

10. *At the highest level, exercise tolerance tests should not be conglomerates, including numerous elements none of which can be clearly recognized.* Such tests have been designed to include in one battery such diverse elements as muscular strength, muscular endurance, agility, speed, power, and circulatory-respiratory endurance. Tests of this sort may be necessary at lower levels. Ultimately, however, tests should be aimed at specific fitness elements. For effective programs, we need a rifle rather than a shot gun.

In conclusion, therefore, our profession must recognize the essential elements in physical fitness. We should let first things come first and plan a measurement program based upon the soundest scientific evidence we can produce. Outstanding professional efforts should be recognized and encouraged wherever they exist. We must be specific in our recommendations and willing to resolve controversial issues. May the Research Council of the A.A.H.P.E.R. particularly heed these admonitions to the end that an essential function in physical education will be fulfilled, which should add greatly to the effectiveness and prestige of our profession.

## Convention Dates

Here is your opportunity for some in-service training and added professional growth! Take advantage of the one nearest you!

Midwest District, AAHPER
Columbus, Ohio, March 30, April 1

Central District, AAHPER
St. Paul, Minnesota, March 30, April 2

Southern District, AAHPER
Tulsa, Oklahoma, April 11-15

Northwest District, AAHPER
Lewiston, Idaho, April 13-15

Eastern District, AAHPER
Boston, Massachusetts, April 17-21

Southwest District, AAHPER
Las Cruces, New Mexico, April 20-23

# The College Physical Education Association

Wesley M. Staton

THE 58TH ANNUAL MEETING of the Association was held at the Hotel New Yorker, New York, December 28, 29, and 30, 1954. The convention, culminating the Association's activities for the past year, focused attention on its efforts and contributions. In accord with this theme the major portion of the program was devoted to review, discussion, and elaboration of the work of committees and subcommittees.

Tuesday morning, December 28, featured a Pre-Convention meeting on Teacher Education. Problems of student recruitment, selection, guidance, placement, and follow-up were analyzed. Dr. Richard E. Jamerson, University of North Carolina, presided over the discussion which included presentations from Dr. Karl Oermann, University of Pittsburgh, Dr. Louis Keller, University of Minnesota, Dr. Ralph Johnson, University of Illinois, Dr. R. A. McCall, Ball State Teachers, and Henry Shenk, University of Kansas.

Group discussions on these same important problems were conducted later under the leadership of Dr. J. W. Kistler, Louisiana State University, Ernest B. Smith, University of Georgia, Dr. Lloyd M. Jones, Pennsylvania State University, Dr. H. D. Corbin, Lock Haven State Teachers College, and Dr. Lewis Hess, Ohio State University.

Prominent among the issues were those involving salary levels for beginning teachers, cooperative relationships with school administrators, health counseling and guidance, and proper representation of the professions of health and physical education in the various career booklets used in high schools.

The pre-convention morning sessions were completed with a summary discussion of "The Role of the Association in the Improvement of Present Conditions." As leader of the discussion, Dr. Harry A. Scott, Teachers College, Columbia University, outlined the nature of the efforts that might be made by the Association in solving problems relating to recruitment, selection, guidance, placement, and follow-up of professional students. It was pointed out that the Association might contribute to the betterment of physical education by (1) providing qualified leadership, (2) preparing informative brochures on the nature and function of the profession, (3) stressing the significance of motor skill as an aspect of intelligence, (4) offering suggestions to writers of "career" brochures and health textbooks, (5) taking a firm stand against the substitution of military duty for required physical education, (6) reaffirming the recommendations of the Curriculum Research Committee as set forth in LaPorte's *The Physical Education Curriculum*, (7) giving wider publicity to the established physiological values of exercise, (8) utilizing students to help in recruiting new professional students, and (9) lending aid to state associations in their professional efforts.

The Tuesday afternoon session featured "A Statement of Principles for College Teachers of Education." The various sections of this policy statement, prepared by the National Society of College Teachers of Education, focus attention on the responsibilities of the college teacher to students, colleagues, the profession, the cultural heritage and world of scholarship, and American democratic society. Dr. William L. Hughes, Temple University, presided over the discussion which included contributions from Dr. Kenneth Miller, Florida State University, Dr. John H. Shaw, Syracuse University, Dr. Gilbert Hermance, Rice Institute, Dr. Delbert Oberteuffer, Ohio State University, Dr. Charles Bucher, New York University, and Dr. Wynn Fredericks, University of Southern California.

Certain problems in the administration of college intramural programs were explored Wednesday morning at the meeting of the Intramural Sports Section. Mr. A. H. Rhoads of Ohio University presided over the workshop.

At the same time, the Problems of Physical Education Section presented a program of research papers. These reports dealt with various investigations in physiologic fitness, intercollegiate athletics, kineosiology, longevity and health of athletes and non-athletes, professional status of coaches, and professional preparation. Dr. Leonard A. Larson of New York University presided over the session.

The First General Meeting, marking the official opening of the convention, followed.

Dr. William F. Meredith, University of Pennsylvania, extended the president's Greetings to the assemblage and reviewed the activities and contributions of the Association over the past year. President Meredith pointed to the accomplishments of the several committees and expressed gratitude for the cooperation and assistance he had received during his term of office.

Dr. Glenn W. Howard of Queens College then introduced the main speaker, Dr. John J. Theobald, President of Queens College.

In his stimulating address, "The Future of Higher Education," Dr. Theobald viewed with some apprehension the rising tide of college student populations. While only some four percent of the college age group was in the universities in 1900, about one-third of that age category are today attending college.

He pointed out that conservative estimates indicated a college population of over *five million* by 1970. An attendant need for about 250,000 college teachers is foreseen for the next decade. The growth of public institutions of higher education has been relatively greater than that of the private universities. President Theobald regarded the diminishing influence of the private institutions as a serious problem.

In closing, the speaker suggested that the best solution to the problem of increased university populations lies in the accelerated development of the nation's junior colleges.

That afternoon, a meeting was held on the Physical Education Program. Mr. Howard C. Leibee, University of Michigan, presided at the session which featured two discussions on evaluation. Dr. Charles C. Cowell, Purdue University, presented material on the problem of "Evaluating the Physical Education Program." Following this, Dr. Paul A. Hunsicker, University of Michigan, analyzed the methods of "Evaluating Students in Activities of the Physical Education Program."

At the same time the Foreign Relations Committee presented a program dealing with physical education in New South Wales, Australia. Dr. Earle F. Zeigler, University of Western Ontario, presided over the discussion and color film showing on the theme, "Physical Education Down Under."

The business meeting, one of the focal points of interest at the convention each year, was conducted on Wednesday with Dr. William F. Meredith presiding. Reports were received from the Secretary-Treasurer, the various Standing Committees, CPEA Representatives to related organizations, and President's Committees.

Election of officers for 1955 was held. Dr. Seward C. Staley, Director of the School of Physical Education at the University of Illinois, was elected President. Mr. Al E. Lumley, Amherst College, was elected Vice-President, and Dr. Richard E. Jamerson, University of North Carolina, was re-elected Secretary-Treasurer.

One of the new projects of high significance was outlined briefly by Dr. Thomas K. Cureton, Director of the Physical Fitness Research Laboratory, University of Illinois. Dr. Cureton is in the process of collecting published data bearing on the problem of assessing the physiologic, psychologic, and anatomic effects of physical education on children. He is chairman of the Steering Committee set up by the Research Council of the AAHPER last year to investigate the general problem of exercise and its influences on children from 6 to 15.

On Wednesday evening the Second General Meeting was held. This featured a panel discussion on the topic "Where Is Physical Education Going?" Dr. Charles C. Cowell of Purdue University, Acting Chairman of the Curriculum Research Committee, moderated the discussion on curriculum elements and their relationships. Participants were Dr. Wesley M. Staton, University of Florida; Dr. John D. Lawther, Pennsylvania State University; Dr. Willard P. Ashbrook, Ohio State University; and Dr. Fred Holter, West Virginia University. Audience participation then brought certain of the issues into sharper focus. Discussion was based on materials prepared by participating members of the committee, Dr. E. C. Davis and the late Dr. W. Ralph LaPorte of the University of Southern California, and Dr. Arthur A. Esslinger, University of Oregon.

Programs on Teacher Education and Intercollegiate Athletics were held Thursday morning. Dr. Carl L. Nordly, University of Minnesota, presided over the Teacher Education meeting which was devoted to a consideration of "Curriculum Patterns for the Undergraduate Professional Preparation of Physical Education Teachers." Dr. Lloyd Messersmith served as discussion leader with Dr. Robert T. Kretchmar, Oberlin College, Dr. D. C. Moffett, Cortland State Teachers College, and Dr. Robert Francis, University of Wisconsin, participating.

The meeting on Intercollegiate Athletics centered attention on "Cooperative Efforts Looking to the Control of Overemphasis of Intercollegiate Athletics." Mr. Marshall Turner of Johns Hopkins University presided over the panel discussion which included contributions from Millard E. Gladfelter, Middle States Association of Colleges and Secondary Schools, Dr. Carl A. Troester Jr., Executive Secretary, AAHPER, and J. Shober Barr, Vice President-at-Large, NCAA.

The Intramural Sports Section, with A. H. Rhoads presiding, held its second meeting Thursday morning. College touch football rules, intramurals in junior and senior high schools, and intramurals at New York University were discussed. Following this, a panel composed of members of the Committee considered a variety of "on the job" intramural problems.

The Problems of College Physical Education Committee met during this same period with Dr. Leonard A. Larson of New York University presiding. Reports of pertinent research in the areas of interpretations, measurement and evaluation, program, administration, leadership, history, public relations, professional status, and learning and conditioning were presented by members of the Problems Committee.

The Convention Luncheon and Third General Meeting was held and Dr. Seward C. Staley, President of the Association for the current year, pre-

sided. The main speaker, Dr. John A. Krout, Vice President and Provost of Columbia University, addressed the group on "Knowledge and Freedom." Dr. Krout stressed the key role of university faculties in ensuring the continuance of our free democratic society in America.

The Fourth General Meeting marked the closing of a convention characterized by stimulating discussions and contributions, with emphasis on the work of many Association committees and groups. This final open session outlined for the membership certain of the chief problems and decisions of "The Washington Conference on Physical Education for College Men and Women." Mr. Herman Schnell, University of Florida, presided over the rather unique panel discussion. The panel was unique in that two leading women physical educators participated. Dr. Laura Huelster, University of Illinois, and Helen Coleman, Vermont State Department of Education, represented the National Association for Physical Education for College Women. The CPEA representatives were Dr. Arthur Daniels, Ohio State University, and Mr. Tom McDonough, Emory University.

Thus, except for the closed meeting of the Executive Council late Thursday afternoon, the Fifty-Eighth Annual Meeting of the College Physical Education Association became a matter of professional history and record. More complete details of the many significant meetings will appear in the annual CPEA *Proceedings*. Copies may be obtained by writing Dr. Richard E. Jamerson, Department of Physical Education, University of North Carolina, Chapel Hill, North Carolina.

## UNDERGRADUATE HEALTH EDUCATION

EIGHTY-FIVE men and women from twenty-five different states attended the National Conference on the undergraduate Health Education Minor and the Desirable Health Education Emphases for the Physical Education Major held in the Burlington Hotel and the N. E. A. Building in Washington, D. C., Sunday, January 9 through Tuesday, January 11, 1955.

Co-sponsoring organizations were the American Association of Colleges for Teacher Education, the Association for Higher Education (N.E.A.), the National Commission on Teacher Education and Professional Standards (N.E.A.) and the American Association for Health, Physical Education and Recreation. In addition there were 13 cooperating agencies all of which had representatives in attendance.

The opening session included welcomes from Pattric Ruth O'Keefe, Vice President for Health Education, American Association for Health, Physical Education and Recreation and from T. M. Stinnett, Executive Secretary, National Commission on Teacher Education and Professional Standards (N.E.A.).

Dr. H. F. Kilander, New York University, served as conference director. On Monday and Tuesday the conference worked in four committees, or as a committee of the whole on the following topics:

1. Health Education Minor Curriculum.
2. Health Emphases in the Physical Education Major.
3. Interdepartmental Relationships (Science Education, Home Economics and Nursing), Teaching Methods, Student Teaching, and Field Experience.
4. Certification Requirements, Recruitment and Placement.

A pre-conference questionnaire had been circulated to identify questions and summaries of the findings were presented at the opening.

As might be expected it was impossible to arrive at a consensus on all matters. The question of the requirements for the Health Education Minor proved a particularly controversial point.

Proceedings of the conference will be available sometime this spring and should prove helpful to those institutions offering either a Health Education Minor or a Physical Education Major.

## The Sub

To fate resigned, he waits upon the bench
And leans his chin upon his hands.
He watches every play and vaguely hears
The cheers that thunder from the stands.
Out there his teammates execute the plays
His sweat and toil helped them to learn.
While he, a sub, can only watch and hope
And patiently await his turn.

The din of cheering crowds rolls o'er his head.
Unknown, the service he performs.
They only see him waiting for his chance.
The chance that often never comes.
Unsung, but still alert to give his best!
Content when thousands laud his mates!
Successful teams were never built without
The Sub, who hopes and works and waits.

—Unknown, Washington H. S. Athletic Assn.

# The Effect of Weight Training on Speed in Swimming

Jack F. Davis

THE OPINION EXISTS among many swimming coaches and swimmers that a vigorous and comprehensive weight-training program is detrimental to speed in swimming. It is believed that such a program produces "muscle tightness" or "muscle boundness," and decreases flexibility and the range of motion. A review of the literature failed to reveal evidence of any research undertaken to either substantiate or disprove this theory. After review of a series of measurements[1] of the flexibility and the range of motion of a large number of subjects, indicated that the subjects associated with weight training were more flexible and possessed a greater range of motion than those subjects who had had no weight training. In view of this statement, it appears that the opinions relative to weight training held by many coaches and swimmers are not sound. Hence, this study was undertaken to observe the effect, if any, of weight training upon speed in swimming the crawl stroke.

The writer did not discover any scientific studies concerning the effects of weight training upon speed in swimming. There were, however, two studies[2,3] undertaken at the State University of Iowa in which the effects of weight training upon such athletic events as the high pump, broad jump, and sprints were compared. The results of these studies were favorable to weight training in that the experimental group who participated in weight training bettered their marks more than the control group who were participating only in calisthenics.

## Procedure

In this study seventeen male college subjects were used. Some of these subjects had, previous to entering college, participated in competitive swimming in high school and in YMCA's; the others possessed skill in technique closely comparable to that of competitive swimmers. Three of the subjects had been in training for swimming for a period of two months or more. This training was discontinued during the weight training period to meet the specifications of the study.

A period of ten weeks was devoted to the experimentation. During the first week there were two one-half hour workouts in the swimming pool for the purpose of drill on timing and coordination. At the end of the week the subjects swam, from a starting dive, two twenty-five-yard dashes one day and two fifty-yard dashes another day. These events were conducted over a twenty-five-yard course, with one turn involved in the fifty-yard dash. In addition to the best times for each event, the times for the first ten yards in the twenty-five-yard dash and for the last twenty-five yards in the fifty-yard dash were recorded. In both events, if the subject was not satisfied with his starting dive, he was allowed to repeat the performance as many times as necessary until he felt that he had performed his best. In the fifty-yard dash the subject was allowed to repeat the event as many times as was necessary until he felt that his turn had been performed to the best of his ability.

The second through the ninth week comprised the weight training period, during which the subjects were not allowed to swim more than once a week. The weight training period consisted of three workouts weekly. The following exercises were used and were executed in the order listed: supine press with bar bell, single straight arm pull down with wall pulley weights,[4] two arm curl with bar bell, deep knee squats with bar bell, stiff leg dead lift with bar bell, supine arm circling with dumbbells, bent over rowing with bar ball, and sit-ups on inclined board.

In the arm circling exercise each subject completed fifteen to twenty repetitions with ten-pound dumbbells. In the situp exercise each subject completed as many repetitions as he could. In each of the other exercises each subject selected a weight with which he could, by exerting maximum effort, complete at least eight and not more than eleven repetitions. The subject then worked with this weight until such time that he could complete twelve repetitions, at which time he added weight so that the initial specification of eight to eleven repetitions was met. After completing each exercise the subjects rested at least three minutes and then repeated the same exercise using the same weight and accomplishing as many repetitions as was possible.

During the tenth week each subject was again timed in the twenty-five and fifty-yard dashes. These events were administered in the same manner as in the first week of the experiment.

## Analysis of the Data

Initial and final times were recorded for the twenty-five-yard dash, the first ten yards of the twenty-five-yard dash; the fifty-yard dash, and the last twenty-five yards of the fifty-yard dash. Mean differences between the initial and final times for these distances were obtained and the significance of the differences were determined by the "t" statistic.[5]

All subjects improved their times in both the twenty-five and fifty-yard dashes after the completion of the weight training program, with the exception of one subject who remained the same in the fifty-yard dash. The mean differences between the initial and final times for the twenty-five yard dash was a decrease of .57 seconds. The mean difference between the initial and final times for the fifty-yard dash was a decrease of 1.08 seconds. The "t" value for the differences in the twenty-five-yard dash was 7.35, and for the fifty-yard dash was 5.07. Both of these are well above the 2.921 required for significance at the one percent level of confidence.[5]

The mean difference between the initial and final times for the first ten yards of the twenty-five-yard dash was a decrease of .38 seconds. This again was significant at less than the one percent level of confidence since its "t" value was 4.60.

The mean difference between the initial and final times for the last twenty-five yards of the fifty-yard dash was a decrease of .35 seconds. The "t" value for this difference was 2.55 which is significant at the two percent level of confidence.

### Conclusion

It was the purpose of this study to determine the effect of a vigorous and comprehensive weight-training program upon speed in swimming the crawl stroke. The results would lead the writer to conclude that the popular belief held by many swimming coaches and swimmers, that weight training is detrimental to swimming, is not substantiated by fact. The findings reveal that after the weight-training period all subjects increased their speed in swimming the crawl stroke. This information would seem to indicate that weight training is not detrimental to swimming, but highly beneficial.

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1. Anthropometric data collected by Frank D. Sills, State University of Iowa.
2. Capen, Edward K. "The Effect of Systematic Weight Training on Power, Strength, and Endurance," *The Research Quarterly,* Washington, D. C.: American Association of Health, Physical Education and Recreation, 1950, pp. 83-93.
3. Chui, Edward. "The Effect of Systematic Weight Training on Athletic Power," *The Research Quarterly,* Washington, D. C.: American Association of Health, Physical Education and Recreation, 1950, pp. 188-194.
4. Standing facing wall, feet apart, trunk flexed about ninety degrees, at rope and arm's length from wall. Keeping trunk and legs stationary, pull pulley handle from a position just above the height of shoulders down to crotch, maintaining a fully extended forearm.
5. Lindquist, E. F. *Statistical Analysis in Educational Research,* Cambridge, Massachusetts: Houghton Mifflin Company, 1940, p. 55.


## Is It Worth It?

When you sit on the bench,
And you're losing the game,
And all of your plans have gone wrong.

And the crowd in the stands,
Is leaving the gym—
Saying, "You're not worth a song."

And you're taking a licking,
Your defense is not clicking,
And you feel like quitting the game;

Your offense is all shot,
Your shooting's not hot,
And you're hanging your head in shame;

And your job's on a string,
You've lost that old zing—
And you'd like to crawl off and die;

You haven't a friend—
You know it's the end,
So what's the use to try?

Then you look at your team,
With a bit of a gleam,
A tear comes into your eye;

'Cause they haven't quit,
They're doing their bit,
And they still think you're Top Guy.

Then you feel kinda proud;
Though the jeers may be loud
And the fans think you are through.

You have passed the test
'Cause you've done your best
And the boys are all playing for you.

*It matters not that you won or lost;*
*But how you played the game.*

—Author: Frank Byers
(New Mexico H.S.A.A.)

**Edited by Nelson G. Lehsten**

Note: The purpose of this column is to present a summary of various procedures which are being utilized in contemporary physical education through a description of their advantages, disadvantages, and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the programs in physical education, health education, safety, and recreation. Send any pertinent material to the editor of this section.

## Some Class Procedures

### Procedures for the Alignment of Groups for Activity[1]

*Single front rank.* Alignment of students within a class for a given activity should facilitate instruction and management. The front rank is composed of a single line of students standing shoulder to shoulder and facing in the same direction. The procedure is very practical for taking attendance, counting off, personnel equipment checks, addressing the class, and demonstration. If the class size is over thirty the alignment pattern has limited value since the length of the line limits whole-class vision by the teacher, and the audibility of the teacher's voice may be low.

*Single flank rank.* This procedure, when utilized in connection with the squad plan of organization, enables the group to be aligned very quickly by falling in behind the leader. Relay activities usually lend themselves to this type of alignment; however, the procedure should not be employed in a situation wherein a demonstration is given, or where the nature of the activity is such that students will be unable to see adequately if aligned one behind the other.

*Open order.* The utilization of either formal or informal procedures for moving a class out on to a gymnasium floor or playground area is intended to space them adequately and safely for some type of activity such as calisthenics or tap dancing usually done by the class as a whole. The alignment makes observation of students in activity comparatively easy, students can see and follow demonstrations well, and large groups can be managed easily in such types of alignment.

*Front circle.* The circle is used quite frequently in the lower grades as an informal alignment for group activity. In the secondary school the circle formations are restricted to use for some types of group games, and in smaller groups for skills drills on such fundamentals as basketball passing. In such drills the circle is usually composed of students facing in toward the center of the circle.

*Flank circle.* This modification of the circle alignment places the students in a line one behind the other around the circle and facing in either a clockwise or a counter-clockwise direction. This particular formation is advantageous for many types of rhythmics and can be organized around one large circle for the class or several smaller groups participating simultaneously.

*By squads or teams in front ranks.* Special mention is made of the alignment of students in front ranks wherein the squad or team comprises the unit. The ranks can be in column, one behind the other, or in a single line with enough space between the squad or team to identify each as a unit. The procedure is well suited for a basic class alignment from which certain activities can be conducted and subsequent movement easily affected.

*By squads or teams in flank ranks.* As stated immediately above, this procedure serves as a practical basic class alignment, and differs only in the initial direction in which the class is facing and the fact that the students are in a long file formation, yet grouped by class organizational units of squads or teams. The method is well suited for marching, warm-up jogging, movement from gymnasium to playground and into corridors or locker

[1] Lehsten, Nelson G.: "An Organization and Appraisal of Methods Utilized in the Conduct of Physical Education Activities for Boys in the Secondary School," doctoral dissertation, Indiana University, 1953, p. 225-229.

rooms. The flank rank can be changed to the front rank or vice versa by a facing movement left or right.

*Shuttle formation.* This alignment stems from the organization for the shuttle relay type of activity. Teams or squads are initially placed in a series of flank ranks abreast. The second step involves the alignment of half of each group a given distance from and facing the original grouping in the same lane and in a series of flank ranks abreast. The procedure is simple and quick to employ, specifically suited to relay type activities, and provides an alignment well suited to teacher demonstration, observation, and supervision.

*Columns.* The alignment of pupils in columns of twos, fours, or larger fronts provides the basis for determining the direction, dispersal, and distance over which a class can move as a unit. It is used frequently in marching activities, as a device to align a group prior to opening ranks into open order, or as a means of moving one or more groups in a confined area with a minimum of difficulty.

*Front semi-circle.* In the informal situations arising in numerous physical education classes, the grouping of students in a semi-circle seems desirable. Such a procedure lends itself well to discussion activities, demonstration, and brief announcement sessions. The students can all see and hear the instructor easily, they may be seated, and tend to enjoy the proximity of the teacher-pupil relationship in this informal approach to class activity.

*Flank semi-circle.* Only slightly different from the front semi-circle presented above, the flank alignment is worthy of note since it has a specific advantage in the teacher observation of students in activities such as posture exercises, and certain rhythmic movements since the students are seen from a lateral point of view. In most instances the flank or front semi-circle formations would be applied informally and in combination.

*Informal grouping.* The practice of stunts, rhythmic steps, sports skills, group games and combatives, individual athletic events or self testing activities, and corrective or remedial exercises are examples of class situations in which informal alignment by couples, threes, fours and larger numbers can be employed. The nature of the groups may be on a basis of assignment, interest, or the type of activity involved, but under all circumstances the grouping is informal.

## Ralph La Porte Dies

When Ralph La Porte passed away January 14, it marked the loss of another of our present-day pioneers and leaders in physical education. Most of his professional career was spent at the University of Southern California, where, since 1913, he served as a professor of Physical Education, and director of the department at that institution. In addition to serving as administrator for five departments at one time, he at one time carried on as president of the Southwest District, and later as president of the College Physical Education Association.

His complete and whole-hearted devotion to duty and to his profession marked him as a most unusual person, and his many contributions only serve to emphasize his leadership and his accomplishments. An author of ten books and more than fifty articles, Ralph is nevertheless remembered most for his famous Physical Education Curriculum, a revision of which came off the press the first of the year.

The many professional honors which he received during his lifetime attest to the esteem in which he was held, and serve as further evidence of the great loss which the University of Southern California and the profession have sustained. We have lost a professional leader, a brother in Phi Epsilon Kappa, and a friend.

Edited by C. O. Jackson

# Swimming—A High Priority

D. R. Wills

IN NEW ZEALAND the Syllabus of Physical Education for Elementary Schools, which sets out the requirements in this phase of education, has this to say of swimming:

"Considered as a recreation, or as a form of exercise, or as a protection against drowning, the ability to swim well ranks very high among physical education skills. The aim in the teaching of swimming in schools is to have every boy and girl using at least one type of stroke well. The first step is to build up confidence in the water and next to develop a good relaxed style. Only where good standards of swimming have been established, should the fundamentals of life-saving be taught. However, all children from at least Form I (7th grade) upwards, whether they can swim or not, should be taught resuscitation, and given revision practice every year. The Education Department's pamphlet on the teaching of swimming is available to schools. The use of the learners' pools in the teaching of swimming is recommended."

## Largely a Summer Activity

Very few schools have access to heated pools, so that the teaching of swimming is confined very largely to the summer months (usually December, and February). With such limited time available, the programme of ordinary physical education activities is usually dropped to concentrate on aquatic skills.

The teaching of swimming is the responsibility of classroom teachers who are assisted by physical education specialists. Courses at the five Teachers' Colleges require swimming and lifesaving efficiency before certification. All students are expected not only to be able to teach swimming but also to know what to do in emergency and to be able to do it. Since much of the swimming instruction is given in rivers and in the sea, this is a very necessary precaution.

Every summer, about ninety per cent of New Zealand's elementary school children receive swimming instruction. A few isolated country schools without suitable facilities are unable to participate. Upon entry to Junior High School, only 23% of children are unable to swim 25 yards. Most of the high schools continue the swimming programme, so that this figure is reduced still further by the time students enter University or leave school. The main emphasis in schools is upon all students learning to swim well rather than upon finding prospective champions.

Mr. Wills, who has a B.A. and a F.P.E.S., is superintendent of physical Education for New Zealand.

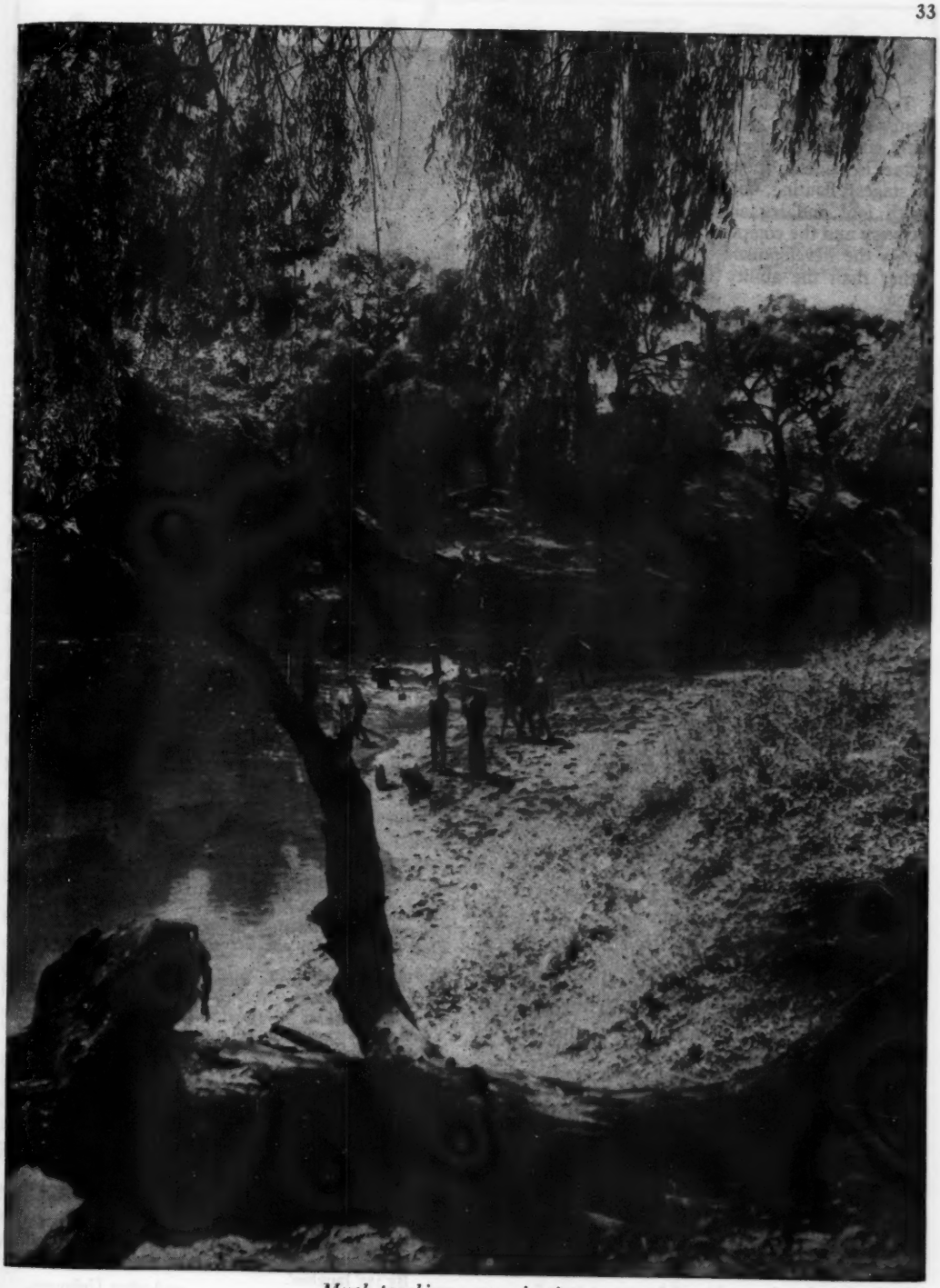
## Assistance From the Department of Education

The Department of Education issues a booklet on the teaching of swimming and also has a film on teaching methods which schools are able to buy or to borrow. Financial provision for transport to and from swimming pools is also made. Organizing physical education staff assist with the special efforts made in February of each year throughout the country.

The organization of this annual 'learn to swim' campaign varies from district to district. In the cities, where there are heated pools, large numbers of children are transported by bus. Teaching is in the hands of classroom teachers, often with the help of a physical education specialist. In country districts schools that have their own 'learner pool,' get on with the job themselves. Often, a number of schools combine to use the pool belonging to one of them. Where this happens, a specialist is usually on hand to help with the teaching and organizing.

## Student Teachers Help

In the Wellington Education Board District, use is made of students from the Teachers' College. Each year about 200 students who are doing one of their school study sections, help with the teaching of swimming at various 'teaching points.' These are the public baths, school learner pools, beaches and rivers in the district. This activity is organized by the Physical Education Branch of the Department of Education.



*Much teaching occurs in rivers.*

### Methods

Teaching methods usually follow the Department's pamphlet 'The Teaching of Swimming.' After confidence activities and games in the water, a start is made on the crawl stroke, which is taught in stages: floating, foot and leg action, breathing (with foot and leg action), arm action, overarm recovery and the complete stroke. The aim throughout is the development of an easy, relaxed style, rather than the ability to struggle a certain distance.

Once reasonable competence is attained, simple water skills are taught, such as swimming under water to recover an object, sculling on the back, stopping and turning and treading water. When these have been mastered, children are encouraged to improve their ability, to swim further and to add backstroke, breaststroke, and elementary lifesaving to their repertoire of water skills. The teaching of artificial respiration to all school children from the age of eleven upwards is urged, regardless of whether children can swim. The Holger Nielson method is used.

### Learner Pools

One feature of the swimming programme is worthy of special mention. The Department of Education has developed its own 'Learner Pool,' designed especially to meet the needs of the elementary schools. These pools are small and shallow, they warm quickly in the sun and inspire confidence because the side-rail is never far away from the timid beginner. Built of concrete staves, they

*Learner Pool.*

are easy to erect, cheap, and require comparatively little water. The first pools, built about 1940 were 30′ x 15′ x 3′ but most of these built today are 40 to 45 feet long, 15 to 20 feet wide and 3′ to 3′ 6″ deep. Over recent years, tests have shown these pools to be the most successful medium for the teaching of swimming in the elementary schools. About one elementary school in every three has its own 'learner pool.'

Though our great need is more and improved facilities, we feel that very good work is being done within the limits of the facilities available. One great weakness is that sometimes the good work done by teachers using a small elementary school pool, is not carried further at the High School level because of lack of suitable facilities either at the High School itself or in the local town. Overcoming this difficulty is slow and often disappointing work. The overall picture however, is very promising.

## Aims of W. H. O.

It is estimated that there remain today on the free side of the iron curtain at least 500 million people who are living without the benefits of modern public health protection. To bring health to these and others throughout the world is the aim of the World Health Organization. Says its Director-General, Dr. Brock Chisholm:

"Present day knowledge must be made available to all countries. . . . This is a big program. In order to carry it out, one essential condition must be fulfilled: all nations of the world, regardless of the political, economic or social systems to which they belong, must play their part in building a healthier human society. In our shrunken world isolationism in the field of health is unthinkable. Disease and misery in any corner of the world are a potential threat to the rest of its population. As far as health is concerned, it is obviously and immediately clear that the world will be one or none."

## By Jes' Laughin'

It's curious what a sight o' good a little thing will do;
How you can stop the fiercest storm when it begins to brew,
An' take the sting from what commenced to rankle when 'twas spoke,
By keepin' still an' treatin' it as if it was a joke.
You'll find that you can fill a place with smiles instead o' tears,
An' keep the sunshine gleamin' through the shadows of the years—
By jes' laughin'.

Folks sometimes fail to note the possibilities that lie
In the way your mouth is curvin', an' the twinkle in your eye;
It ain't so much what's said that hurts as what you think lies hid;
It ain't so much the doin' as the way the thing is did.
An' many a home's kep' happy an' contented day by day,
An' like as not a kingdom has been rescued from decay—
By jes' laughin'.

—Author Unknown.

Our guest caller this issue is A. C. Moore, assistant to the director, School of Physical Education, University of Illinois. Mr. Moore has had much experience not only as an enthusiastic performer but as a caller who is much in demand.

IN ORDER TO have a successful square dance program, what dances should be used? This question is raised by many beginning callers, and rightly so. Too many square dances are failures because no thoughtful planning is done previous to the dance. This question cannot be answered by any one hard-fast rule because no set group of dances will necessarily mean that a program will be successful. There are many things which a caller must take into consideration in planning a program. Here are a few suggestions for beginning callers:

1. The dancers must be kept in mind throughout the planning. Remember they are dancing to relax and have fun. In many instances the callers become too wrapped up in themselves, their showmanship and their knowledge of many dances.

2. The age of the group must be considered. In many cases the younger group will prefer a faster tempo throughout the evening than an older group. Also, the older group may not want the more vigorous dances.

3. Experience of the dancers is important to know. For beginning dancers more time will have to be allowed for teaching, which should always be kept to a minimum. Lead-up dances should be used when possible. Many mixers employ the same fundamentals as those used in square dancing.

4. The number of dancers expected will be a determining factor in deciding which dances should be used. An overcrowded dance floor will restrict some dances and teaching may be more difficult.

5. The use of a record player with speed control is helpful. Dances with a fast tempo are learned more quickly by slowing down the speed of the music during teaching. After the dancers master the steps, the speed should be returned to normal.

6. While teaching a dance it is imperative to have the attention of every dancer. One "know it all" or "talker" may distract his fellow dancers, causing them to miss important instructions.

7. Dances should be easy and interesting, not long and drawn out. It is not unusual for callers to give dances which require too much time for walk throughs.

8. Several mixers should be used throughout the evening. They are an important part of every square dance because mixers give the dancers an opportunity to become acquainted with others, meet friends, and help to break up cliques.

9. Round dances, waltzes, polkas, or similar dances may be used during breaks. These should be selected according to the abilities of your groups.

10. A few singing calls used with patter calls add variation to an evening of dancing. They are not a necessity, especially if the caller cannot carry a tune.

11. The tempo of the music should be varied—don't play all dances at the same speed. Before intermission and toward the end of the dance are usually good times to increase the tempo of the music.

12. Square dances should be called in groups of three or four and followed by short breaks. Continue this throughout the evening with an intermission about midway through the dance.

13. Quite often callers and dancers are narrow minded about how different movements of square dancing should be done. Remember again that the primary purpose of recreational square dancing is for people to relax and have fun. Callers and dancers alike should tolerate certain conventionalisms as long as these local variations don't destroy the continuity of any given dance.

The following mixers and square dances are suitable for almost any beginning group:

Mixers—Glow Worm, Five Foot Two, Bingo, Oh, Johnny, Oh, Brown Eyed Mary.

Square Dances—Forward Up Six and Fall Back Six, Star By the Right, Birdie in the Cage, Red River Valley, Steal a Little Peak, I'll Swing Your Girl, You Swing Mine, Climb Those Golden

Stairs, Ain't Gonna Rain No More, Swing at the Wall, Lady Round the Lady, Nine Pin, Barnacle Bill.

**Mixer**

### GLOW-WORM

Music: Imperial 1044 or MacGregor 310

Formation: Circle-promenade position—facing C C W

1. Four walking steps forward
2. Face your partner and back away four steps
3. Forward four steps (men now move left, ladies right to new partner)
4. Social dance position four step turn or join right elbows and four step turn.

### BINGO

Music: RCA Victor 41-6172

Formation: Circle-promenade position—facing C C W

Part 1 All walk counter-clockwise around the circle, singing:
"A big black dog sat on the back porch
And Bingo was his name.
A big black dog sat on the back porch
And Bingo was his name."

Part 2 All join hands to form one large, single circle, girls on partner's right and still walking counter-clockwise. Sing (spelling name),
"B-I-N-G-O; B-I-N-G-O; B-I-N-G-O;
And Bingo was his name."

Part 3 Partners face each other and clasp right hands, calling out "B!" on the first chord.
All pass on to a new person with a left-hand hold, calling "I!" on the next chord.
Continue to a third person for a right-hand hold and shout: "N!"
On to a fourth person with the left-hand, shouting: "G!"
Instead of a right-hand to the fifth person, shout: "O!" and hug your new partner vigorously! (Or you may swing this partner once around.)
Repeat dance from beginning with new partners, each time moving forward until original couples are together.

**Square Dance**

### BARNACLE BILL

Music: "Barnacle Bill," K-156-A

Formation: 4-couple square

Introduction:

Swing your corners up and down
Said "Barnacle Bill" the Sailor
Go back home and swing your own
Said "Barnacle Bill" the Sailor
Promenade and around you go
With the right foot high, the left foot low
Slap her down if she's too slow
Said "Barnacle Bill" the Sailor

Figure:

Oh the two head ladies cross
And the side two do the same
Honor to the one you left
Honor to your own sweet Jane
Now (hold) swing your corner up and down
Said "Barnacle Bill" the Sailor
Swing her feet right off the ground
Said "Barnacle Bill" the Sailor
Promenade and around you go
With the right foot high, the left foot low
Slap her down if she's too slow
Said "Barnacle Bill" the Sailor

NOTE: Call Figure four times with ladies crossing and four times with men crossing.

Ending:

Dos-a-do your corners all
Dos-a-do your partners, too
Allemande left your corners all
Right hand to your partner
Grand right and left around you go
Said "Barnacle Bill" the Sailor
Hand over hand and don't be slow
Said "Barnacle Bill" the Sailor
Promenade and away you go
Right foot high and left foot low
Now that's the end of your favorite call
Of "Barnacle Bill" the Sailor.

**Square Dance**

### PISTOL PACKIN' MAMA

Music: "Pistol Packin' Mama," Imperial 1106

Formation: 3-couple square

First and third you give a little bow
Forward to and fro
Forward up and pass right through
To the opposite side you go.
Separate—go 'round the outside
And when you meet your own
Give your own little girl a swing
Everybody swing at home.
Alamande left with the old left hand
Sashay 'round your own
Go back and get that corner girl
And promenade her home.
Sing—Lay that pistol down, babe,

Lay that pistol down.
Pistol packin' Mama, Lay that pistol down.
(Repeat three more times until gents get own partner back.)
Side couples repeat the same movement as given above.

### Square Dance

### CLIMB THE GOLDEN STAIRS

Music: Any good hoe down.

Formation: 4-couple square.

First couple balance and swing.
Out to the couple on the right, and circle four.
Two little ladies climb the golden stairs.
Now climb again, and you've got your own.
Circle four in the middle of the floor.
Lead-off couple, take two more.
Circle six and all get fixed.
Three little ladies climb the golden stairs.
Now climb again,
Now climb once more, and you've got your own.
Round and round and round you go.
Lead-off couple, take two more.
Circle eight and all get straight.
Four little ladies climb the golden stairs.
Now climb again,
Now climb again,
Now climb once more, and you've got your own.
Round and round and round you go.
Break that ring with a doo-a-doo.
Dos-a-do, and a little more do, promenade home.
And Everybody Swing!
Repeat: Second, Third and Fourth couples lead out.

Note: (When ladies climb the golden stairs, the gents twirl the ladies a half turn in front of the gents to the gents' left side).

# Summary of Preliminary Report on a National Survey of Health and Physical Education in High Schools

Karl W. Bookwalter

### Nature and Scope

STARTED IN 1950, this cooperative survey has covered 25 states, and it is expected to include 26 states at its conclusion in the fall of 1954. Over 2600 schools have been visited to date and a total of over 2700 will be reached finally. Over 30 workers sponsored by 10 colleges or state departments have actually visited a random stratified sample of 100 schools each in most states. The Health and Physical Education Score Card No. II, validated by over 150 national authorities, was applied in each case. The sampling of schools covers the nation from coast to coast and border to border.

### Total Score Findings

The median national score to date is about 28% of possible. The range is from 2% to 71%. Connecticut rates first of the states (41%) although the 32 demonstration schools in 10 of the states rank higher—55% or 27% better than the national average. Texas ranks second. Mississippi and Tennessee rank lowest, averaging 17% each. Negro schools are generally poorer than white schools. Norms, based upon 2644 schools, are available for individual comparison of schools. Schools in the highest fourth, by total score, tend to have more athletic sports and a better variety, all told, than do schools in the lower quarters. In one state no school below the median in total score offers any individual or dual sport on the varsity level. Total score increases directly (73 to 142) with school size, and with town size up to 500,000 decreasing from there on.

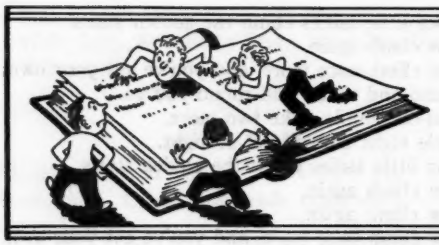
### Score Card Area Findings

The score card has ten divisions. The two highest in attainment are organization and administration, 45%; and athletics, 44%. Remedial work, 4%, and swimming, 3.7%, are the two lowest areas, being practically non-existant. The next lowest area is program, 29%; this area is the heart of the score card.

### Item Findings

None of the 100 items scored a perfect 3 or a perfect 0 on the average. The highest items, dealing with certification of teachers, scored 2.63 and was the only item to approximate 3. Twenty-eight items were low enough to rate zero mathematically. Fifty-five items rated a technical 1, the lowest score above no provision.

Teachers were 24% effective in items in their domain whereas 89 items, a responsibility of both teachers and administrators or of administrators alone, rated higher, being attained to approximately 30% in each case.



# BOOK Reviews

**Edited by K. W. Bookwalter**

Beeman, Harris F., and Humphrey, James H., *Intramural Sports A Text and Study Guide,* Dubuque, Iowa, Wm. C. Brown Co., 1954. $2.75.

This book has been prepared to serve as a syllabus for a course in intramural sports. The material is arranged in a series of sequential units. Each unit contains a summary and overview of the topic in question, along with a number of study questions and assignments.

The units deal with the Philosophy and Organization of Intramural Programs; Competitive Units; Activities; Point Systems; Awards and Incentives; Rules and Regulations; Organization for Competition and Schedule Making; Financing; Promotion; Co-Recreation and Club Activities; Extra-Mural Activities; and Evaluation of the Intramural Program.

A desirable feature of this book is that it will serve as a future source of reference to the professional student, when making practical application in the field.

G. W. HERTZ

Clarke, H. Harrison, *Cable-Tension Strength Tests,* Chicopee, Mass., Brown-Murphy Co., 1953. 31 pp. $2.00.

This is a manual of cable-tension tests. These tests were proposed, during World War II, for objectively measuring the strength of affected muscle groups involved in orthopedic disabilities. The aircraft tensiometer is the instrument adapted for use in recording muscle strength in these tests.

The early portion of the manual presents the testing equipment. Finally, test descriptions are given, each accompanied by a drawing to illustrate the precise test position. These strength tests involve movements of the finger, thumb, wrist, forearm, elbow, shoulder, neck, trunk, hip, knee, and ankle joints.

J. ALLEN

Connolly, Maureen, *Power Tennis,* New York, A. S. Barnes and Company, 1954. 85 pp. $3.00.

Maureen Connolly gives an insight into her personal tennis background and what tennis means to her.

A book for the beginner, this primer, covers the Basic Rules; Clothing and Equipment; Forehand; Backhand; Service; Vollying; Smash; Lob; Footwork; Keeping Your Eye on the Ball; Strategy; The Doubles Game; and Over Tennised.

Photographs of Miss Connolly in action tend to personalize the techniques presented.

G. W. HERTZ

Lawrence, Helen B., and Fox, Grace I., *Basketball for Girls and Women,* New York, McGraw-Hill Book Company Inc., 1954. $4.00.

This book fulfills a need for a comprehensive coverage of the game of basketball written for girls and women by women authors. Basketball, primarily a man's sport, is given the feminine treatment. The problems that pertain to women are discussed with special stress being given to such items as: Sportsmanship, Protection Against Injury, Correct Use of the Body, and Proper Conditioning.

Long a controversial topic, competition for women is given a frank appraisal by the authors, from both, an intramural and extramural point of view.

Also included, is a comprehensive analysis of the fundamental techniques of conditioning, catching and passing, goal shooting, offensive and defensive play, prevention and care of injuries, and officiating. A chronological history of girls' basketball is a unique contribution.

G. W. HERTZ

Lipovetz, Ferd John, *Basic Physiology of Exercise,* Minneapolis, Burgess Publishing Company, 1954. 170 pp. $5.00.

This book has an abundance of illustrations and is interestingly written. It is a new text and reference intended for Universities and Colleges offering both undergraduate and graduate courses in Physiology of Exercise. It is presented for Schools of Physical Therapy; and for Physical Education Directors, Athletic Coaches, and Health workers.

The book is divided into two sections. Section A, primarily technical in content, deals with the phenomenon of muscular action and control and movement. Section B, somewhat more practical, presents related exercises in Physical Education and Athletics.

J. ALLEN

Neilson, N. P., and Van Hagen, Winifred, *Physical Education for Elementary Schools,* New

York, A. S. Barnes and Company, 1954. 552pp. $4.50.

This edition, of one of the most helpful early elementary school source books in physical education is completely re-written. It has been expanded over fifty per cent of its original size. While the source has been written for the classroom teacher, supervisors and special teachers of physical education will find it extremely helpful.

Part one treats informatively of basic considerations such as the place of physical education in schools, objectives, programming, methods, administration, evaluation. Part two consists of graded programs of activities for grades one to eight. All activities are well described. Needed music and illustrations accompany.

K. W. BOOKWALTER

Oberteuffer, Delbert, *School Health Education.* (Revised Edition) New York, Harper and Brothers, 1954. 454pp. $4.50.

This text is a thorough revision of its first edition. Its aim is to give a comprehensive picture of the many aspects of the school health program for teachers, nurses and others in the profession.

Part I deals with the foundations of school health education. Part II deals with the curriculum and teaching problems such as planning, direct teaching, correlation, integration, course organization, other preparation and resources, and evaluation of instruction.

Part III covers administration and activities such as health appraisal, school controls for disease, mental hygiene, nutrition and dental activities, programs for the handicapped, environmental controls and emergency care, administrative and personnel relationship, physical education, school and community relationships, and the evaluation of services and activities.

K. W. BOOKWALTER

Rathbone, Josephine Langworthy, *Corrective Physical Education* (Fifth Edition), Philadelphia, W. B. Saunders Company, 1954. 318 pp. $4.50.

Each topic in this new edition has been freshly appraised for timeliness. Yet, included still, are the same basic principles and purposes which have been apparent in the field of corrective physical education during the past quarter century.

The greatest changes in the fifth edition are the chapters concerned with administrative problems. The changes have been made due to the fact that corrective physical education is now being employed in hospitals and rehabilitation centers as well as in schools, by internists, neurologists, psychiatrists, cardiologists, pediatricians, the leaders in geriatrics, and in physical medicine.

J. ALLEN

Townsend, David, *The Oxford Pocket Book of Cricket Coaching,* New York, Oxford University Press, 1953. 90 pp. $1.00.

This pocket-sized guide discusses and depicts batting, bowling, keeping wicket, running between the wickets, and fielding.

Each chapter is logically broken down into subtopics and a surprising amount of detailed coaching hints is given for each. The frequent live drawings clarify the text.

The brief treatment on the whole has advantages for the busy teacher, especially for multi-sport classes. The moderate price is a secondary inducement.

K. W. BOOKWALTER

VANNIER, MARYHELEN, and FOSTER, MILDRED, *Teaching Physical Education in Elementary Schools,* Philadelphia, W. B. Saunders Company, 1954. 351 pp. $4.25.

The book is rich in resources not only for the specialized physical educator, but also the classroom teacher and the college student who is training to be an elementary teacher.

The responsibilities and qualities of the physical education teacher are presented, along with the needs and characteristics of all types of children. Where and how physical education should be taught, with emphasis on facilities desirable and necessary and suggested procedures in teaching, are also given attention. The most valuable section for the average teacher is the suggested procedures for planning the program and a wide selection of described activities to meet the objectives of physical education at each grade level.

Not to be overlooked is the restricted program for atypical children and the intramural and after-school activities. These make the book complete and also strengthen the program of any teacher who uses this book as a guide.

VIRGINIA SMITH

WILLIAMS, JESSE FEIRING, *The Principles of Physical Education,* Philadelphia, W. B. Saunders Company, 1954. 366 pp. $3.75.

This sixth edition has all the vigor of its well-rounded initial contribution with the freshness of contemporary sources and changes.

Sources for principles and the educational nature of physical education provide the background for the discussion of principles.

Political, social, biological and psychological facts support succinct statements of principles. Each principle is brought out in italics so that they can be isolated.

The application of these principles historically and to curricular, method, guidance, administration, and evaluation problems make this a stimulating and functional text tested by twenty-seven years of use and revision.

K. W. BOOKWALTER

# Who's Who in the Profession

## Edited by K. W. Bookwalter

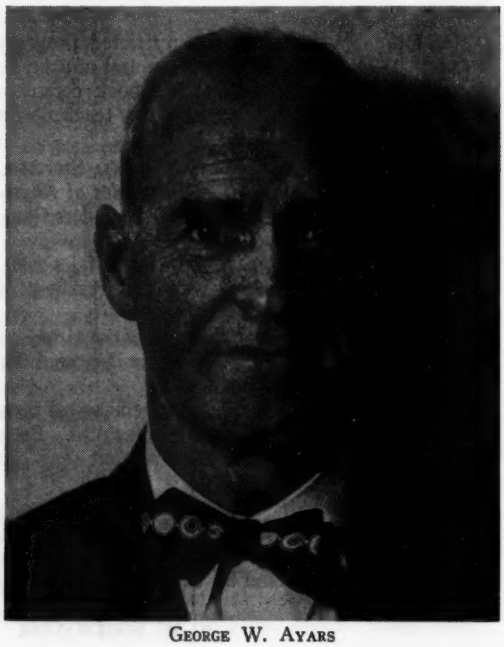
DOROTHY SEARS AINSWORTH

DOROTHY SEARS AINSWORTH was born in Moline, Illinois, March 8, 1894. She received the B.A. from Smith College in 1916, the M.A. from Columbia in 1925 and the Ph.D. in 1930.

Miss Ainsworth has served as Director of Physical Education at Smith College, Northampton, Massachusetts, since 1926. She was Director of Physical Education for girls at Moline (Illinois) High School from 1917 to 1919; taught at Smith College from 1921-1923; at Skidmore College 1925-1926; and served with the Smith College Relief Unit at Grecourt, France, 1919.

Memberships and offices include: President AAHPER 1950, president of the Eastern District 1944-45, president 1937-1941 of the Association of Directors of Physical Education for College Women, and a member of Phi Beta Kappa; U. S. delegate and president for International Association of Physical Education and Sports for Women, Paris, 1953-5; organizer of first International Congress on Physical Education for Women, Copenhagen, 1949; and of the first International Congress on Physical Education to be held in the U.S.A., 1954. She has been chairman of the AAHPER Committee on International Relations and represented the Association in congresses in London, 1948, Copenhagen and Stockholm in 1949, Uruguay in 1950, in Ottawa in 1951, and Paris in 1953. She is a Fellow in the Association, and the Academy of Physical Education. Other honors include the Ling Gold Medal and the Medaille d'Or from the Ministry of Education of France.

Articles and books include *History of Physical Education in Colleges for Women, Individual Sports for Women.*



GEORGE W. AYARS

GEORGE W. AYARS was born in Wilmington, Delaware on May 29, 1897. He received the B.S. degree from the Westchester (Pa.) State Teachers College in 1934, and the A.M. degree from Columbia University in 1941. He taught in the public schools of Wilmington for seven years before becoming State Director of Health and Physical Education in 1937.

He has served as president of the Eastern District of the AAHPER, the Delaware AHPER, and Society of State Directors of Health and Physical Education, also as chairman and member of many state, district and national committees. He has served as director of the Delaware Safety Council and of the Delaware Anti-Tuberculosis Society, and has participated in many professional workshops.

He is the author of many articles and of several manuals and brochures for the use of public school teachers and administrators in Delaware.

Mr. Ayars was elected a Fellow of AAHPER in 1947 and is listed in *Leaders in Education.* He received the Delaware Association's first Honor Award in 1953.

During his period of tenure in Delaware, he has been responsible for initiating and carrying out many changes and improvements resulting in up-grading throughout the state.